



Qualification Specification

Qualification summary

Qualification title	Active IQ Level 3 Diploma in Personal Training
Ofqual qualification number (QN)	610/5189/5
Guided learning hours (GLH)	255
Total qualification time (TQT)	370
Credits	37
Minimum age	16
Qualification purpose	This 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.
Grading	Achieved/not yet achieved
Assessment method	Internally assessed and externally quality assured portfolio of evidence.
Work/industry placement experience	Work/industry placement experience is not required.
Occupational standards	This qualification is linked to the following occupational standard: ST0302: The Personal Trainer Apprenticeship Trailblazer standard.
UCAS	Please refer to the UCAS website for further details of points allocation and the most up-to-date information.
Performance points	Please check the performance points data produced by the Department for Education (DfE) and available online.
Regulation information	This is a regulated qualification. The regulated number for this qualification is 610/5189/5.
Funding	This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.
Document version number	AIQ007266

Contents

Qualification summary	2
Section 1: introduction	4
Aims and objectives	4
Guidance for entry	4
Achieving this qualification	4
Progression	4
Progression to higher-level studies	4
Resource requirements	5
Realistic work environment (RWE) requirement/recommendation	5
How the qualification is assessed	5
Internal assessment	6
Section 2: unit content and assessment guidance	7
Unit 01 Applied anatomy and physiology for exercise and fitness (M/651/4025)	8
Unit 02 Principles of nutrition for exercise and health (R/651/4026)	21
Unit 03 Understanding lifestyle, wellbeing and common medical conditions (T/651/4027)	28
Unit 04 Encouraging positive health and fitness behaviours (Y/651/4028)	32
Unit 05 Programme design and delivery for personal training (A/651/4029)	42
Unit 06 Professionalism and business acumen for personal trainers (H/651/4030)	53
Assessment strategy	60
Section 3: explanation of terms	61
Section 4: support	63
Support materials	63
Reproduction of this document	63
Contact us	64
Appendix A: units	65
Mandatory units	65

Section 1: introduction

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

Aims and objectives

This qualification aims to:

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

Guidance for entry

This qualification is designed for gym instructors wishing to pursue a career in the health and fitness sector as personal trainers and individuals who already hold a gym instructor qualification, wishing to become employed as a personal trainer.

Learners wishing to undertake this qualification should have achieved 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.

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

Learners seeking funding should consider that duplication of learning, such as enrolling on a qualification at the same level or with a similar title, may impact funding eligibility.

Achieving this qualification

To be awarded this qualification, learners are required to successfully achieve **6** mandatory units.

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

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

Progression

Learners who achieve this qualification could progress to the following:

- further education:
 - sports massage therapy
 - adapting physical activity for antenatal and postnatal clients
 - apprenticeship in personal training

Progression to higher-level studies

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

- apply factual, procedural and theoretical subject knowledge
- use relevant knowledge and methods to address complex, non-routine problems

- interpret and evaluate relevant information and ideas
- understand the nature of the area of study or work
- demonstrate an awareness of different perspectives and approaches
- identify, select and use appropriate cognitive and practical skills
- use appropriate research to inform actions
- review and evaluate the effectiveness of their own methods

Resource requirements

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

Realistic work environment (RWE) requirement/recommendation

This qualification is designed to prepare learners to work and gain employment within a real working environment. As such, there is an expectation that practical activities and all observed assessments are conducted within a real working environment. Where this is not feasible, a realistic work environment (RWE) must be used. This approach ensures learners develop and demonstrate the knowledge, skills and behaviours required for employment.

It is essential that any RWE accurately reflects current, authentic working environments. This provides assurance that competence demonstrated in an RWE will transfer effectively to real employment.

In establishing and using an RWE, the following factors must be considered:

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

- the environment must closely resemble the relevant real working setting
- equipment and resources must be current, appropriate to the sector, and fully available for use
- time constraints, access to resources and availability of information must reflect real working conditions

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

- practical activities and observed assessments must reflect real work expectations
- interaction with colleagues, clients, customers or service users must mirror professional communication approaches
- tasks must be completed within realistic timescales expected in employment
learners must demonstrate the ability to manage a realistic workload
- learners must operate professionally, with a clear understanding of their roles and responsibilities
- feedback from colleagues, clients, customers or service users should be obtained, responded to and used to inform practice
- all relevant legislation, regulations, policies and standard operating procedures must be followed at all times

How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

This qualification is internally assessed and externally quality assured.

The assessment consists of 1 component:

- an internally assessed portfolio of evidence, which is assessed by centre staff and externally quality assured (internal quality assurance must still be completed by the centre as usual)

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

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

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

Internal assessment

Each learner must create a portfolio of evidence to demonstrate achievement of all the LOs associated with each unit. On completion of each unit, learners must declare that the work produced is their own and the assessor must countersign this.

Section 2: unit content and assessment guidance

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

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes (LOs) are covered, and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact your external quality assurer (EQA).

Unit O1 Applied anatomy and physiology for exercise and fitness (M/651/4025)

Assessment				
This qualification is internally assessed and externally quality assured.				
Mandatory	Achieved/not yet achieved	Level 3	45 GLH	6 credits

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Know the structure and function of the skeletal system in relation to health and fitness	1.1 Classify types of bones and relate their structure to function
	1.2 Identify the main bones and their implications for vital functions and movements
	1.3 Identify the anatomical planes of motion for different joint actions and exercises
	1.4 Identify the joint actions and typical ranges of movement of the major joints of the body
	1.5 Describe the role of osteoblasts and osteoclasts and their mechanical and hormonal contribution to bone density
	1.6 Identify the benefits and risks of weight-bearing exercise for the bones and joints
	1.7 Identify the long- and short-term effects of exercise on bones, to include osteoporosis
	1.8 Describe the structure and function of the vertebral column, including the role of the spinal curves
	1.9 Identify the relationship between the structure and function of the skeleton
	1.10 Identify changes to the skeletal system as clients age

Range

1.1 **Types of bones** must include:

- long
- short
- flat
- irregular
- sesamoid

1.2 **Bones** must be identified from the following skeletal regions:

- axial skeleton
- appendicular skeleton
- upper limb
- lower limb

Learners must cover a minimum of 12 major bones of the skeletal system overall with a minimum of 5 bones from each the following areas of the body.

Anterior view

Posterior view

1.3 **Planes of motion** must include:

- frontal plane
- sagittal plane
- transverse plane

1.4 **Joint actions** must be identified in relation to:

- major joints of the body
- movement within anatomical planes

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
• typical functional ranges of motion Major joints must include: • shoulder • elbow • wrist • spine • hip • knee • ankle 1.5 Role of osteoblasts and osteoclast; learners must cover: Cellular roles: • bone formation • bone resorption • bone remodelling processes 1.6 Benefits and risks must relate to: • bone health • joint health • connective tissue • injury risk 1.7 Effects must include: • acute physiological responses to exercise • long-term skeletal adaptations • impact on bone mineral density • implications for osteoporosis risk 1.8 Regions of the spine must include: • cervical • thoracic • lumbar • sacral • coccygeal Spinal curves must include: • cervical lordosis • thoracic kyphosis • lumbar lordosis Function must include: • shock absorption • load distribution • posture and movement 1.9 Structure-function relationships must include: • support • protection • movement 1.10 Changes must include: • age-related skeletal adaptations • changes affecting joint function • implications for physical activity and exercise participation	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
2. Understand functional kinesiology and biomechanics relevant to personal training	2.1 Identify the importance of maintaining the correct degree of spinal curvature in relation to weightbearing and biomechanical efficiency
	2.2 Identify and give examples of the biomechanical principles of movement
	2.3 Describe common postural patterns , their associated muscle imbalances and the problems these can cause
	2.4 Identify the biomechanical implications of different centres of gravity in relation to posture and patterns of adiposity
	2.5 Identify open and closed chain kinetic movements , including examples, their advantages and disadvantages
Range	
2.1 Importance must relate to: • maintenance of a neutral spine • distribution of load through the kinetic chain • shock absorption during movement • reduction of stress on spinal structures • injury prevention during exercise and weight-bearing activity 2.2 Biomechanical principles must include: • centre of gravity • stability • momentum • inertia • alignment • torque • base of support • balance 2.3 Postural patterns must include: • kyphosis • lordosis • scoliosis Descriptions must include: • associated muscle imbalances • potential movement dysfunction • possible injury risks 2.4 Implications must relate to: • posture • balance and stability • movement efficiency • distribution of body mass 2.5 Movement types must include: • open kinetic chain • closed kinetic chain Responses must include: • examples of each • advantages of each • disadvantages of each	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
3. Know the structure and function of the myofascial system in relation to health and fitness	3.1 Identify the three types of muscle in the human body including their key characteristics
	3.2 Describe the structure and function of skeletal muscle and connective tissue
	3.3 Identify the stages of the sliding filament theory
	3.4 Identify the different types of muscular contractions
	3.5 Identify the structural features and characteristics of fibre types
	3.6 Identify the effects of exercise intensity and duration on muscle fibre recruitment and adaptation by the different muscle fibre types
	3.7 Identify the locations of the major muscles of the body
	3.8 Identify the isolated muscle actions responsible for producing specific body movements
	3.9 Identify the roles of muscles in integrated movements of the body compared to their isolated muscle actions
	3.10 Identify causative factors, symptoms and recovery strategies for delayed onset muscle soreness (DOMS)
	3.11 Identify the structure and functions of the different types of connective tissue
	3.12 Identify the short- and long-term effects of exercise on muscles
	3.13 Identify changes to the myofascial system as clients age
Range	
3.1 Types of muscle must include: • skeletal • smooth • cardiac 3.2 Structure and function must include: Skeletal muscle: • muscle fibres • fascicles • connective tissue layers Connective tissue: • structure • function in movement • role in joint stability 3.3 Stages of the sliding filament theory must relate to: • interaction between actin and myosin filaments • muscle contraction process • role of adenosine triphosphate (ATP) and calcium ions 3.4 Muscular contractions must include: • concentric • eccentric • isometric 3.5 Structural features and characteristics must include reference to: • fibre characteristics • energy system use • fatigue resistance • force production 3.6 Effects must relate to:	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
- recruitment patterns - exercise intensity - exercise duration 3.7 Major muscles may include: - pectoralis major - pectoralis minor - deltoid (anterior, medial, posterior) - trapezius (upper, middle, lower) - Latissimus dorsi - rhomboids - rotator cuff muscles: - supraspinatus - infraspinatus - teres minor - subscapularis - teres major - serratus anterior - biceps brachii - brachialis - brachioradialis - triceps brachii - rectus abdominis - transverse abdominis - internal obliques - external obliques - erector spinae (iliocostalis, longissimus, spinalis) - multifidus - quadratus lumborum - gluteus maximus - gluteus medius - gluteus minimus - iliopsoas (iliacus + psoas major) - tensor fasciae latae (TFL) - quadriceps group: - rectus femoris - vastus lateralis - vastus medialis - vastus intermedius - hamstrings: - biceps femoris - semitendinosus - semimembranosus - adductors: - adductor longus - adductor brevis - adductor magnus - gracilis - gastrocnemius - soleus - tibialis anterior - fibularis (peroneals): - fibularis longus - fibularis brevis	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
Learners must cover a minimum of 20 major muscles of the body overall with a minimum of 4 muscles from each the following areas of the body. Upper body – Anterior Upper body – Posterior Lower body – Anterior Upper body - Posterior 3.8 Isolated muscle actions; learners must refer to: - major joints of the body - corresponding muscle actions 3.9 Roles must include: - agonist muscles - antagonist muscles - synergists - stabilisers (fixators) 3.11 Types of connective tissue must include: - tendons - ligaments - cartilage 3.12 Effects must include: - acute muscular responses - chronic muscular adaptations 3.13 Changes must include: - muscle mass changes - connective tissue elasticity changes - effects on strength and flexibility	
4. Know the structure and function of the cardiovascular system in relation to health and fitness	4.1 Identify the structures of the heart and their functions
	4.2 List the order in which blood flows through the cardiovascular system
	4.3 Define the terms related to the cardiovascular system
	4.4 Define the cardiac cycle and the terms stroke volume and cardiac output
	4.5 Identify the immediate blood pressure response to exercise , to include the Valsalva manoeuvre
	4.6 Describe the effects of different forms of exercise training on blood pressure over time
	4.7 Identify the blood pressure classifications and associated health risks
	4.8 Identify a range of healthy lifestyle choices and their positive effect on cardiorespiratory systems/tissues
	4.9 Identify the cardiovascular benefits and adaptations to different forms of exercise
	4.10 Identify changes to the cardiovascular system as clients age
Range	
4.1 Structures must include: - chambers - valves - blood vessels 4.2 Blood flows; learners must refer to: - through the heart - between the heart and lungs	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
• between the heart and the body 4.3 Terms must include: • HR (heart rate) • resting HR • HRmax • HR reference values for various populations • HR training zones 4.4 Define; learners must refer to: • phases of the cardiac cycle • volume of blood pumped per beat • relationship between heart rate and cardiac output 4.5 Response to exercise; learners must refer to: • systolic blood pressure response to exercise • diastolic blood pressure response to exercise • the Valsalva manoeuvre and its effects on blood pressure 4.6 Different forms of exercise must include: • endurance training • interval training • resistance training • relaxation training Descriptions must include: • long-term effects on blood pressure 4.8 Lifestyle choices must relate to: • physical activity • nutrition • smoking behaviour • alcohol consumption • stress management 4.9 Adaptations must include: • acute responses to exercise • chronic cardiovascular adaptations Descriptions must relate to: • cardiovascular efficiency • circulation • oxygen delivery 4.10 Changes must include: • structural changes • functional changes • implications for exercise participation	
5. Know the structure and function of the respiratory system in relation to health and fitness	5.1 Identify the structure and function of the respiratory system
	5.2 Define the terms related to the respiratory system
	5.3 Describe the relationship between the cardiovascular and respiratory systems and how regular physical activity impacts on this

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
	5.4 Identify the passage of inhaled air from the atmosphere to the cellular level and exhaled air back through the lungs to the atmosphere
	5.5 Identify the short- and long-term effects of exercise on the respiratory system
	5.6 Identify changes to the respiratory system as clients age
Range	
5.1 Structure and function; learners must refer to: Structure of the respiratory system, including: • upper respiratory tract • lower respiratory tract • lungs and associated structures Function must include: • ventilation • gaseous exchange • transport of oxygen and carbon dioxide 5.2 Terms must include: • ventilatory pump • pulmonary ventilation (VE) • ventilatory rate • ventilatory threshold • maximal oxygen consumption (VO₂max) 5.3 Relationship; learners must refer to: Relationship between: • oxygen transport • carbon dioxide removal • circulation of blood • gaseous exchange in the lungs Responses must also include: • the effects of regular physical activity on the efficiency of these systems 5.4 Passage of inhaled air; learners must refer to: • the pathway of air through the respiratory system • gaseous exchange within the lungs • delivery of oxygen to body tissues • removal of carbon dioxide 5.5 Effects must include: • short-term (acute) responses to exercise • long-term (chronic) adaptations to exercise Responses must relate to: • ventilation • respiratory efficiency • oxygen uptake 5.6 Changes must include: • structural changes to respiratory tissues • changes in lung capacity • changes in respiratory efficiency	
	6.1 Identify the energy substrates and by-products of each energy system

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
6. Understand the role of the energy systems in relation to physical activity, exercise and training	6.2 Describe the processes by which adenosine triphosphate (ATP) is re-synthesised in each energy system
	6.3 Identify the relative contribution of each energy system to total energy expended in activities with different characteristics
	6.4 Identify how to use acute variables during training to recruit the different energy systems
	6.5 Define the terms aerobic and anaerobic threshold
	6.6 Identify the effects of interval training and EPOC (excess post-exercise oxygen consumption) on metabolism
	6.7 Identify how the body burns fat through a range of intensities
	6.8 Identify the relationship between METs (metabolic equivalent) and kilocalories
Range	
6.1 Each energy system must include: - phosphocreatine system - lactate system - aerobic system 6.2 Processes; learners must refer to: - the role of adenosine triphosphate (ATP) in energy production - how ATP is re-synthesised during exercise - differences in ATP production between energy systems 6.3 Different characteristics must include: - intensity - duration - type 6.4 How to use acute variables; learners must refer to: - manipulation of training intensity - manipulation of exercise duration - manipulation of recovery periods 6.5 Define; learners must refer to: - exercise intensity - metabolic responses to exercise 6.6 Effects must include: - the effects of interval training on energy expenditure - the metabolic effects of EPOC following exercise 6.7 How the body burns fat; learners must refer to: - relationship between exercise intensity and fat utilisation - contribution of different energy systems 6.8 Relationship; learners must refer to: - the concept of metabolic equivalents - estimation of energy expenditure during physical activity	
7. Know the structure and function of the nervous system in relation to health and fitness	7.1 Identify the main functions and roles of the nervous system
	7.2 Describe the components and roles of the nervous system
	7.3 Identify the structure and function of a neuron
	7.4 Identify the structure and function of a motor unit

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
	7.5 Identify the 'all or nothing' law of muscle contraction and the size principle of motor unit recruitment
	7.6 Identify the stages in the process of the stretch reflex and inverse stretch reflex
	7.7 Identify the structure and function of muscle spindles
	7.8 Identify the structure and function of Golgi tendon organs
	7.9 Describe the definition and function of autogenic inhibition
	7.10 Describe the definition and function of reciprocal inhibition
	7.11 Identify the neuromuscular adaptations associated with different types of exercise and the benefits of these for performance
	7.12 Identify changes to the nervous system as clients age
Range	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
	7.1 Functions and roles; learners must refer to: - the role of the nervous system in controlling body functions - communication between the brain, spinal cord and body - coordination of movement 7.2 Components must include: - central nervous system - peripheral nervous system - somatic branch of the peripheral nervous system - autonomic branch of the peripheral nervous system - neurotransmitters and receptors Descriptions must include: - the roles of these components in regulating body functions 7.3 Structure and function of a neuron; learners must refer to: - structural components of a neuron - the role of neurons in transmitting nerve impulses 7.4 Structure and function of a motor unit; learners must refer to: - the relationship between motor neurons and muscle fibres - role of motor units in muscle contraction 7.6 Stages; learners must refer to: - the role of sensory receptors - the neural pathway involved - the effect on muscle contraction and relaxation 7.7 Structure and function of muscle spindles; learners must refer to: - their location within muscles - their role in detecting changes in muscle length 7.8 Structure and function of Golgi tendon organs; learners must refer to: - their location within tendons - their role in detecting muscle tension 7.9 Definition and function of autogenic inhibition; learners must refer to: - the role of Golgi tendon organs - the effect on muscle relaxation 7.10 Definition and function of reciprocal inhibition; learners must refer to: - interaction between agonist and antagonist muscles - the role of the nervous system in coordinating movement 7.11 Neuromuscular adaptations; learners must refer to: - neuromuscular adaptations to training - implications for strength, power and coordination 7.12 Changes must include: - changes in neural function - changes affecting coordination and reaction time - implications for physical activity and exercise

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
8. Know the structure and function of the endocrine system in relation to health and fitness	8.1 Identify the role of the endocrine system
	8.2 Identify the location, structure and functions of the endocrine glands of the body
	8.3 Identify the main functions of hormones in the body
	8.4 Identify the lifestyle factors that affect endocrine health
	8.5 Identify hormonal responses to exercise and their catabolic and anabolic effects
	8.6 Describe the relationship between exercise intensity and hormonal reactions
Range	
8.1 Role of the endocrine system; learners must refer to: - the role of hormones in regulating body functions - communication between endocrine glands and target tissues - regulation of physiological processes relevant to exercise 8.2 Endocrine glands must include: - hypothalamus - pineal - pituitary - thyroid - pancreas - adrenal - ovaries - testes Descriptions must include: - their location within the body - their primary physiological functions 8.3 Hormones must include: - growth hormone - thyroid hormones - corticosteroids - catecholamines - insulin - glucagon Descriptions must include: - their role in regulating physiological processes 8.4 Lifestyle factors; learners must refer to: - physical activity levels - nutrition - sleep - stress Explanations must include: - their influence on hormone production and regulation 8.5 Hormonal responses; learners must refer to: - hormonal responses to exercise - anabolic effects - catabolic effects	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
Responses must relate to: - adaptation to training 8.6 Relationship; learners must refer to: - changes in hormonal responses at different exercise intensities - implications for training adaptations	
9. Know how the immune system relates to exercise	9.1 Identify 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
Range	
9.1 Potential long-term effects must include: - effects of regular physical activity on immune function - differences between moderate and excessive exercise - implications for illness and recovery 9.2 Open window theory; learners must refer to: - the concept of the open window theory - the period following intense or prolonged exercise when immune function may be temporarily reduced - the potential implications for increased susceptibility to infection	
10. Understand the components of fitness	10.1 Identify the three somatotypes including the implications of each body type for exercise capacity and the ability to alter body shape
	10.2 Identify the anatomical and hormonal differences between males and females and their influence on safe, effective and appropriate physical activity
Range	
10.1 Somatotypes must include: - endomorph - ectomorph - mesomorph 10.2 Anatomical and hormonal differences; learners must refer to: Anatomical differences relating to: - body composition - muscle mass - skeletal structure Hormonal differences relating to: - the influence of primary sex hormones - implications for exercise performance and adaptation	

Unit O2 Principles of nutrition for exercise and health (R/651/4026)

Assessment				
This qualification is internally assessed and externally quality assured.				
Mandatory	Achieved/not yet achieved	Level 3	45 GLH	6 credits

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand how to access credible information about nutrition for exercise and health	1.1 Interpret evidence-based nutritional guidelines from credible sources
	1.2 Differentiate between credible evidence-based information and unscientific claims made in the media
Range	
1.1 Credible sources must include: - national food guides - professional dietetic bodies - independent scientific bodies 1.2 Credible evidence-based information must include consideration of: - source credibility - peer-reviewed research - professional or scientific endorsement - consistency with the overall weight of evidence - common features of unscientific or misleading health claims	
2. Know the nutrients required to maintain health	2.1 Describe the macronutrients and their functions
	2.2 Identify good dietary sources of each macronutrient
	2.3 Identify the transport, storage and metabolised forms of each macronutrient
	2.4 Identify the balance between saturated and unsaturated fatty acid and its effects on health
	2.5 Describe the importance of the appropriate intake of essential fatty acids and their effects on health
	2.6 Identify the role and the desirable levels of fat/lipid markers in the body
	2.7 Identify 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 Identify the importance of phytonutrients to human health
	2.11 Describe the functions of water in the body
Range	
2.1 Macronutrients must include: - carbohydrates - protein - fat Descriptions must include: - energy provision - structural or functional roles in the body 2.2 Good dietary sources ; learners must refer to: - nutritional quality - level of processing/refinement - contribution to a healthy balanced diet	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
2.3 Macronutrients must include: • carbohydrates • protein • fat 2.4 Balance; learners must refer to: • saturated fats • unsaturated fats • implications for cardiovascular health • the importance of overall dietary balance 2.5 Importance; learners must refer to: • omega-3 fatty acids • omega-6 fatty acids • appropriate dietary intake • effects on health 2.6 Fat/lipid markers must include: • total cholesterol • high density lipoproteins (HDL) • low density lipoproteins (LDL) • total cholesterol/HDL ratio 2.7 Glycaemic index rating system; learners must refer to: • the glycaemic index rating system • factors affecting blood glucose response • limitations of using GI in isolation • relevance to health and weight management 2.8 Micronutrients must include: • vitamins • minerals Learners must cover a minimum of 7 vitamins and 4 minerals. 2.9 Key micronutrients must include: • vitamins • minerals Learners must cover a minimum of 6 vitamins and 5 minerals. 2.10 Importance; learners must refer to: • the role of plant-based foods in health • the contribution of phytonutrients to a healthy diet • links to disease prevention or overall wellbeing 2.11 Functions must include: • hydration • transport • temperature regulation • physiological functioning	
3. Know how nutrients from food are used to fuel and	3.1 Evaluate the functions of macronutrients, micronutrients and water in relation to exercise performance and recovery
	3.2 Explain how training may affect an individual's nutritional requirements

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
recover from physical activity	3.3 Describe the nutrients used for generating energy
	3.4 Analyse the relative contribution of each nutrient to total energy expenditure in activities 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
Range	
3.2 Affect; learners must refer to the effect of training on: - energy requirements - macronutrient requirements - hydration requirements - recovery needs 3.3 Nutrients must include: - carbohydrate - fat - protein in relation to: - energy production during rest and exercise 3.4 Analyse; learners must refer to: - carbohydrate contribution - fat contribution - protein contribution in relation to: - lower-intensity activity - moderate-intensity activity - higher-intensity activity 3.5 Macronutrient must include: - carbohydrate - protein - fat in relation to: - glycogen restoration - tissue repair - recovery guidance following exercise 3.6 Guidelines; learners must refer to: - fluid intake - hydration before, during and after activity - electrolyte replacement - relevance of exercise duration and intensity	
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 Identify methods to estimate calorie requirements
	4.3 Identify 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 Identify energy needs for different activities/sports/fitness plans
	4.6 Identify a range of legally available ergogenic aids

Learning outcomes (LOs) The learner will:		Assessment criteria (AC) The learner can:	
Range			
4.1 Terms related to weight management must include: • 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)			
4.2 Methods must include: • methods based on body weight • methods based on activity levels • estimation of total daily energy requirements			
4.3 Guidelines must include: • safe rate of fat loss • the role of calorie deficit • the role of physical activity and exercise • the need to preserve health and lean tissue			
4.4 Critically compare ; learners must consider: • realistic rates of muscle gain • energy intake • protein intake • resistance training • safety and effectiveness			
4.5 Energy needs ; learners must refer to: • differing activity levels • endurance-focused activity • strength or hypertrophy-focused activity • weight-management goals			
4.6 Ergogenic aids must include: • sports drinks • protein shakes • caffeine			
5. Know the risks of poor nutritional and lifestyle practices	5.1 Identify 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 Identify the role of alcohol as a non-nutrient dietary source of energy		
	5.5 Identify the effects of caffeine on the body		
Range			
5.1 Signs, symptoms and risks ; learners must refer to: • health • exercise performance			
5.2 Risks of diets must include: • physical risks			

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
- psychological or behavioural risks - effects on health, performance and body composition 5.3 Risks of diets must include: - excessive energy intake - poor nutrient density - impact on health - impact on body weight/body composition 5.4 Role of alcohol; learners must refer to: - alcohol as a source of energy - lack of nutrient value - implications for health - implications for body composition and recovery 5.5 Effects of caffeine; learners must refer to: - physiological effects - potential benefits - potential risks or adverse effects	
	6.1 Explain the relevant nutritional guidelines for specified medical conditions
	6.2 Identify the professional boundaries for a personal trainer with regard to providing nutritional information and advice
	6.3 Identify when to refer or signpost a client to a professional qualified to deal with specific nutritional and dietary requirements
Range	
6.1 Medical conditions may include: - hypertension - obesity - cardiovascular disease - diabetes 6.2 Professional boundaries; learners must refer to: What is in scope: - food and general nutritional advice for generally healthy individuals - principle-based guidance to support behaviour change What is outside scope: - nutritional guidance for diagnosed health conditions - nutritional guidance for special population groups - prescriptive supplement dosages - rigid pre-set meal plans 6.3 When to refer or signpost a client; learners must refer to: - needs beyond the personal trainer's scope of practice - diagnosed medical conditions - specialist nutritional support requirements	
	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. Be able to analyse clients' dietary habits and identify areas for improvement	7.4 Analyse a client's collected data to identify areas of improvement in line with their nutritional goals

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
	7.5 Identify any potential barriers to change that a client may face
	7.6 Identify 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
Range	
7.1 Different goals may include: - fat loss - muscle gain - preparing for an endurance event - preparing for a strength and power event Methods may include: - questionnaires - food diary / recall methods - interview or consultation - observation - digital food tracking tools 7.2 Client's nutritional information must include: - 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 7.3 Analyse; learners may refer to: - comparison against healthy eating guidelines - identification of strengths - identification of areas for improvement 7.4 Analyse; learners must refer to: - alignment with the client's stated goals - prioritisation of changes required - realistic and individualised improvement areas 7.5 Potential barriers may include: - food preferences - time for shopping and preparation - family commitments - social habits - employment commitments - support networks - health-related issues 7.6 Ways that a client can overcome their barriers may include: - planning and preparation - social and family support - gradual behaviour change - monitoring and review	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
7.7 How training will affect a client's nutritional requirements; learners must refer to: • total energy intake • macronutrient intake • hydration • recovery requirements • goal-specific recommendations 7.8 Reputable sources of information may include: • national food guides • recognised scientific or health organisations • professional dietetic bodies • evidence-based publications	

Unit 03 Understanding lifestyle, wellbeing and common medical conditions (T/651/4027)

Assessment				
This qualification is internally assessed and externally quality assured.				
Mandatory	Achieved/not yet achieved	Level 3	35 GLH	5 credits

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the role of the personal trainer in health promotion	1.1 Identify the concepts of physical activity, exercise and sport
	1.2 Identify the benefits of physical activity and the significance of these benefits in reducing disease risks
	1.3 Describe the current guidelines for health promotion, physical activity and wellness
	1.4 Describe the current guidelines for structured exercise and physical fitness
	1.5 Identify the exercise continuum for different levels of physical activity, including the relative benefits of each level
	1.6 Identify the agencies involved in promoting physical activity for health in the UK
	1.7 Identify the variables involved in the promotion of a healthy lifestyle

Range

- 1.1 **Concepts**; learners must refer to:
- physical activity undertaken in everyday life
 - exercise as structured and purposeful physical activity
 - sport as organised or competitive activity
 - differences in purpose and characteristics between these concepts
- 1.2 **Benefits** must include:
- cardiovascular fitness
 - muscular strength
 - muscular endurance
 - flexibility-related
- 1.3 **Guidelines**; learners must refer to:
- recommended participation in regular physical activity
 - moderate and vigorous physical activity
 - muscle-strengthening activities
 - reducing sedentary behaviour
 - general wellbeing recommendations
- 1.4 **Guidelines**; learners must refer to:
- frequency of exercise participation
 - exercise intensity considerations
 - duration of exercise sessions
 - types of exercise used to develop physical fitness
 - inclusion of cardiovascular and resistance training
- 1.5 **Exercise continuum**; learners must refer to:
- difficulty based around the intensity, volume and duration of the planned activity
- 1.6 **Agencies**; must be identified from organisations involved in:
- national health promotion
 - public health guidance

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
- sport and physical activity participation initiatives 1.7 Variables involved must include: - nutrition - sleep - other opportunities for physical activity in everyday-life - stress management - avoidance of smoking - excess sitting - excess alcohol and drugs	
	2.1 Identify risk stratification models used to assess risk
	2.2 Identify how different conditions and pathophysiology are risk stratified , including contraindications for exercise
	2.3 Identify 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 Describe how signposting a client to other services can support lifestyle behaviour change
	2.6 Identify the professional boundaries for a personal trainer with regard to providing nutritional information and advice
	2.7 Identify when to refer or signpost a client to a professional qualified to deal with specific nutritional and dietary requirements
Range	
2.1 Risk stratification models including: - the risk stratification pyramid - Irwin and Morgan risk stratification tool - logic model - ACSM cardiovascular disease risk stratification model 2.2 How different conditions and pathophysiology are risk stratified; learners must refer to: - categorisation of clients according to risk level - consideration of medical conditions and associated pathophysiology - identification of exercise contraindications - implications for exercise participation and programme design 2.5 Signposting; learners must refer to: - access to specialist knowledge or services - support for behaviour change - improved health outcomes - multidisciplinary support where appropriate 2.6 Professional boundaries; learners must refer to: - provision of general healthy eating advice for healthy individuals - supporting lifestyle behaviour change related to general nutrition - recognising limitations of scope of practice - referral or signposting to appropriately qualified professionals when required	
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

Learning outcomes (LOs) The learner will:		Assessment criteria (AC) The learner can:	
Range			
3.1 Components of health and wellbeing must include: - biological - behavioural - psychological - social			
3.2 Factors must include: - personal motivation - psychological influences - social support - environmental influences - access to opportunities or resources that support behaviour change			
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		
Range			
Specified medical conditions may include: - hypertension - obesity - cardiorespiratory disease - diabetes			
4.5 Risks and benefits of exercise for specific medical conditions must include: - exercise guidelines, restrictions and contraindications - nutritional guidelines			
4.6 Clients' lifestyle; learners must refer to: - dietary modifications - exercise contraindications - ability to partake in physical activity			
4.7 Considerations; learners must refer to: - the presence of multiple medical conditions - interactions between conditions affecting exercise participation - exercise modification and safety considerations - implications for programme design and monitoring			
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		

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
	5.5 Identify and justify appropriate active daily living (ADL) advice for an ageing client with low-risk medical conditions
Range	
Low-risk medical conditions may include: • hypertension • obesity • cardiorespiratory disease • diabetes 5.2 Warm-up component; learners may consider: • preparation of the cardiovascular and musculoskeletal systems • gradual increase in exercise intensity • considerations for age-related physiological changes 5.3 Main component; learners may consider: • cardiovascular activities • muscular strength or endurance activities • exercise intensity appropriate to the client's condition • individual needs and limitations 5.4 Cool-down component; learners may consider: • gradual reduction in exercise intensity • recovery and relaxation • mobility or flexibility activities where appropriate 5.5 Active daily living (ADL) advice; learners may consider: • increasing daily movement • reducing sedentary behaviour • incorporating functional physical activity into daily routines	

Unit 04 Encouraging positive health and fitness behaviours (Y/651/4028)

Assessment				
This qualification is internally assessed and externally quality assured.				
Mandatory	Achieved/not yet achieved	Level 3	35 GLH	5 credits

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the importance of communication skills to effectively communicate and engage with clients	1.1 Identify the concept of client touch points within an organisation
	1.2 Identify the importance of positive client experiences at every touch point
	1.3 Describe the importance of effective communication skills for a personal trainer
	1.4 Identify how to create a positive impression of self
	1.5 Identify how you can get to know different clients
	1.6 Describe ways to build rapport with different clients
	1.7 Describe methods of initiating conversation with a client
	1.8 Identify how a personal trainer's communication skills can influence the quality of information offered by a client
	1.9 Identify how a personal trainer's communication skills can influence a client's programme success
	1.10 Identify how a personal trainer's communication style can influence a client's motivation and commitment to making lifestyle changes
	1.11 Explain how non-verbal communication influences consultation and programme outcomes
	1.12 Identify the types of action that clients will see as adding value to their experience
	1.13 Identify the behaviours that will make a client feel special

Range**1.1 Client touch points** may include:

- face-to-face interaction
- telephone communication
- email communication
- social media interaction
- video conferencing
- digital or traditional marketing communication
- articles, newsletters or editorials
- presentations or workshops
- group activities or events

1.2 Positive client experiences may include:

- consistent professional communication
- responsiveness to client needs
- supportive and encouraging interactions
- professional presentation
- reliable and trustworthy service
- providing clear information

1.3 Importance of effective communication skills may include:

- building rapport and trust
- supporting client understanding
- improving client engagement
- encouraging adherence to exercise
- supporting behaviour change

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1.4 Creating a positive impression may include: • professional appearance • confident body language • appropriate tone of voice • punctuality • professionalism 1.5 Methods used to get to know clients may include: • consultation discussions • questioning techniques • listening to client responses • reviewing lifestyle behaviours • discussing goals and motivations 1.6 Ways to build rapport may include: • demonstrating empathy • active listening • showing interest in the client • positive body language • supportive communication 1.7 Methods of initiating conversation may include: • open-ended questions • informal introductory discussion • discussion of goals or motivations • discussion of previous exercise experience 1.8 Communication skills influencing quality of information may include: • active listening • open questioning • reflective responses • creating a non-judgemental environment 1.9 Communication skills influencing programme success may include: • clear instructions • supportive feedback • goal clarification • motivational encouragement 1.10 Communication style influencing motivation may include: • supportive language • positive reinforcement • constructive feedback • collaborative communication 1.11 Non-verbal communication influencing outcomes may include: • facial expressions • body language • posture • gestures • tone of voice 1.12 Actions that add value to the client experience may include: • providing additional guidance or advice • following up between sessions • monitoring progress	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
• offering encouragement • recognising client achievements 1.13 Behaviours that make clients feel valued may include: • remembering client preferences • demonstrating respect and empathy • recognising client achievements • showing genuine interest in client progress	
2. Understand techniques used to effectively communicate and engage with clients	2.1 Identify the effective communication skills that can enhance a relationship between the personal trainer and their client
	2.2 Identify 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 Identify types of non-verbal communication
	2.7 Identify how to adapt communication for a range of participant needs and types
Range	
2.1 Effective communication skills may include: • active listening • open questioning • reflective responses • affirmations • summarising 2.3 Active listening may include: • paying full attention to the client • observing verbal and non-verbal cues • reflecting or paraphrasing responses • clarifying understanding • summarising information 2.4 Affirming statements may include: • recognising client strengths • acknowledging effort • reinforcing positive behaviours • demonstrating empathy 2.5 Reflective statements may include: • paraphrasing client responses • repeating key information • reflecting feelings or concerns 2.6 Non-verbal communication may include: • facial expression • posture • gestures • body orientation • tone of voice 2.7 Participant needs may include: • age • cultural background • communication preferences	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
- confidence levels - experience with exercise	
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 Identify how techniques can be used to determine a client's level of readiness to make a lifestyle change
	3.4 Describe different underlying motives for exercise and the concepts of internal and external motivation
	3.5 Identify how processes can be used to support clients when making lifestyle behaviour changes
	3.6 Identify 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 Identify 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
Range	
3.1 Stages of behavioural change must include: - pre-contemplation - contemplation - preparation - action - maintenance - relapse 3.2 Techniques may include: - open questioning - discussion of motivations - discussion of barriers - readiness or confidence scaling - consultation discussion 3.3 Techniques may include: - exploring motivations for change - identifying perceived barriers - identifying perceived benefits - assessing confidence and self-efficacy 3.4 Motives for exercise must include: - intrinsic motivation - extrinsic motivation And may include: - health improvement - physique or appearance goals - performance or sporting goals - social interaction - enjoyment 3.5 Processes must include: - goal setting - monitoring	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
- reviewing - evaluating 3.6 Social support may include: - encouragement from friends or family - peer support - group exercise environments - trainer encouragement and feedback 3.7 Client education may include: - explaining health benefits of exercise - explaining risks of sedentary behaviour - providing information about healthy lifestyle behaviours - supporting informed decision making 3.9 Techniques and models must include: - transtheoretical model of behaviour change - COM-B model - health belief model - self-determination theory - motivational interviewing	
	4.1 Explain how to create a positive environment that motivates and empowers clients to achieve their desired goals
	4.2 Identify how the environment can have an effect on adherence to a behaviour change programme
	4.3 Identify the environmental factors that can have a positive effect on adherence and achievement of goals
Range	
4.1 Creating a positive environment may include: - supportive and encouraging communication - inclusive and welcoming environment - safe and comfortable training environment - positive trainer attitude 4.2 Environmental influence on adherence may include: - accessibility of facilities - social environment - convenience of location or schedule - perceived safety of the environment - enjoyment of the environment 4.3 Environmental factors affecting adherence may include: - facility or training environment - equipment availability - social support - accessibility of location - comfort and safety of environment	
	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. Know how to collect and interpret health screening and fitness assessment data	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
	5.4 Identify a range of fitness assessments that can be performed to evaluate client ability
Range	
5.1 Health screening measurements may include measurements used to assess: - cardiovascular health indicators - body composition indicators - anthropometric measurements - health risk factors 5.2 Established protocols for health screening measurements may include: - following standardised testing procedures - ensuring appropriate preparation of the client - ensuring client safety and comfort - maintaining accurate records of results - obtaining informed consent prior to testing 5.3 Outcomes of health screening measurements may include: - identifying any health risk factors - identifying any contraindications to exercise - informing exercise programme design - determining whether referral or signposting is required 5.4 Fitness assessments must include: - 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 the client is within scope of practice
	6.2 Explain the outcome of health screening to the client and signpost the client to a medical or health-care professional if necessary
Range	
6.1 Suitable tools must include tools used for: - pre-exercise screening - risk stratification 6.2 Outcomes of health screening may include: - explaining screening results to the client - identifying potential health risks - advising on safe participation in exercise - signposting or referral where appropriate	
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 explain the requirements and demands of the planned assessments
	7.2 Apply the established protocols to safely, effectively and accurately carry out recognised health-based assessments
	7.3 Apply 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 information and results appropriately with confidentiality and data requirements met

Learning outcomes (LOs)		Assessment criteria (AC)	
The learner will:		The learner can:	
Range			
Analyse may include: • comparison with normative data • identifying strengths and weaknesses • identifying areas for improvement • informing programme design Fitness assessments must include: • cardiovascular fitness assessments • muscular strength or endurance assessments • posture or flexibility assessments • motor skill assessments			
8. Be able to gather client information, set goals and action plan throughout the consultation	8.1 Interpret a client’s level of readiness to change		
	8.2 Identify personal barriers in achieving their goals		
	8.3 Apply techniques to help the client identify possible ways to overcome barriers and maximise motivators		
	8.4 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		
	8.5 Develop basic SMART goals that address client requirements		
	8.6 Signpost clients to relevant products or services that may increase their capability or opportunity to achieve their SMART goals		
	8.7 Provide credible information to assist the client in understanding and achieving health and fitness goals		
Range			
8.2 Personal barriers may include: • lack of time • lack of motivation • lifestyle commitments • environmental barriers • psychological barriers			
8.3 Techniques may include: • discussion of motivators • exploration of support systems • identifying solutions to barriers • identifying strategies to increase adherence			
8.5 SMART goals must be: • specific • measurable • achievable • realistic • time-bound			
Client requirements may include: • needs • current abilities • wants • motivators			
8.6 Relevant products or services may include: • health and fitness services • exercise programmes • specialist support services • additional professional support			

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
9. Be able to effectively communicate with client throughout the consultation	8.7 Credible information may include information sources such as: • research articles • books • websites • leaflets • magazine articles
	9.1 Politely introduce themselves to the client and initiate conversation to create a positive impression
	9.2 Apply effective communication techniques to build a rapport and motivate the client, including active listening
	9.3 Apply open questions to encourage the client to respond with detailed answers
	9.4 Apply follow-up questions to encourage the client to elaborate on a response
	9.5 Apply 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
Range	
9.2 Effective communication techniques must include active listening. Techniques may include: • questioning techniques • reflective statements • affirmations • summarising 9.3 Open questions must encourage discussion and detailed responses. 9.5 Reflective statements may include: • repeating key information • paraphrasing client responses • reflecting thoughts or feelings 9.8 Key information may include: • written consultation records • digital consultation records • secure storage of information	
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 Clarify 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
Range	
10.1 Reviewing progress may include: • monitoring progress against SMART goals	

Learning outcomes (LOs) The learner will:		Assessment criteria (AC) The learner can:	
• reviewing behaviour change strategies • reviewing progress measurements			
10.5 Communication strategy may include: • face-to-face communication • telephone communication • email communication • digital communication			
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	
Range			
11.1 Data-driven technology may include examples such as: • pedometers • heart rate monitors • mobile phone applications • wearable technologies			
11.3 Privacy of client data must include: • secure storage of data • protection of confidentiality			
11.6 Use of technology data may include: • monitoring progress • adapting programmes • reviewing goals			
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	
Range			
12.1 Evidence of implementation may include: • screenshots • data downloads • written statements • photos			
12.2 Conclusions from data may include: • trends in behaviour or performance			

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
• progress towards goals 12.3 Inform future performance may include: • adapting goals • modifying exercise programmes 12.4 Evaluate may include: • measurable progress towards the client's goals • trends or patterns identified from collected data • whether the data supported programme decisions or adaptations • the client's engagement with the technology • the relevance and usefulness of the collected data 12.5 Evaluate may include: • client preference and experience using the technology • the client's level of digital literacy • whether the technology supported motivation and adherence • whether the technology created barriers to participation • whether alternative technologies may be more suitable	

Unit 05 Programme design and delivery for personal training (A/651/4029)

Assessment				
This qualification is internally assessed and externally quality assured.				
Mandatory	Achieved/not yet achieved	Level 3	60 GLH	9 credits

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the principles of safe and effective personal training programme design	1.1 Describe the current evidence-based frequency, intensity, time and type (FITT) guidelines for safe exercise programme design for healthy adults
	1.2 Identify the methods of monitoring exercise intensity , including the benefits and limitations of each method
	1.3 Describe the principles of training
	1.4 Describe guidelines for programme design to minimise injury risk and optimise recovery between training sessions and enable physiological adaptation to occur
	1.5 Identify a range of training methods/techniques that can be used to meet the needs of clients with a range of goals and ability levels
	1.6 Identify how an exercise technique can be regressed, progressed or modified using a range of variables to ensure that it meets a client's needs and goals
	1.7 Identify how to select exercises, training protocols, equipment and environments that meet a client's goals, ability level and preferences
	1.8 Identify ways to observe and refine a client's technique and postural alignment to maximise movement efficiency and performance

Range**1.1 Current evidence-based frequency, intensity, time and type (FITT) guidelines** may include:

- recommended aerobic activity levels for adults
- moderate and vigorous intensity activity classifications
- recommendations for muscular strength and endurance
- recommendations for flexibility training
- guidance relating to frequency and duration of activity
- recommendations to reduce sedentary behaviour
- considerations for different populations (e.g. beginners, older adults)

1.2 Methods of monitoring exercise intensity must include:

- the Talk Test
- rate of perceived exertion (6 to 20 or 0 to 10)
- heart rate monitoring (age-related and heart rate reserve)
- observation

1.3 Principles of training must include:

- specificity
- progressive overload
- reversibility
- adaptability
- recovery and rest
- individuality

1.4 Guidelines may include:

- balancing overload and recovery
- appropriate rest between sessions
- progression of training variables
- monitoring fatigue and overtraining
- adapting programmes based on client response

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
• inclusion of warm-up and cool-down 1.5 Training methods/techniques may include: • resistance training methods • cardiovascular training methods • flexibility training methods • functional training methods 1.6 Regress, progress or modify exercise may include manipulation of: • intensity • volume • range of motion • stability • complexity of movement • speed of movement • equipment used 1.7 Selection of exercises, protocols, equipment and environments may include consideration of: • client goals • client ability level • client preferences • safety and risk factors • availability of equipment • environment suitability 1.8 Ways to observe and refine technique may include: • observation of movement patterns • observation of posture and alignment • use of verbal cues • use of visual demonstration • use of feedback	
	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 Identify the signs and symptoms of excessive effort that would indicate the need for a change of intensity
	2.4 Identify the continuum between muscular strength, and muscular endurance and neuromuscular efficiency
	2.5 Identify 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 Identify 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 Identify how increased endurance capacity in muscles is developed between exercise sessions, leading to increased oxidative ability within muscles
	2.8 Identify the repetition ranges for different types of resistance training
	2.9 Identify the range of heart rate training zone models for developing aerobic and anaerobic capacity
	2.10 Describe the effects of health-related physical activities
	2.11 Identify the various methods of range of motion (flexibility) training and the advantages and disadvantages of each to facilitate increased range of motion

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
	2.12 Identify the role of the muscle spindle cells and the Golgi tendon organs in these mechanisms
	2.13 Identify 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
Range	
2.1 Dose-response relationship may include: • relationship between training stimulus and adaptation • influence of intensity, volume and frequency • differences between trained and untrained individuals 2.2 Advantages and disadvantages of different intensities may include: • low-intensity training • moderate-intensity training • high-intensity training And may include consideration of: • safety • effectiveness • fatigue • suitability for different client types Clients of different abilities may include: • sedentary (untrained) • experienced (trained) • high performers (well trained) 2.3 Signs and symptoms of excessive effort may include: • fatigue • loss of coordination • dizziness or nausea • excessive breathlessness • inability to maintain technique 2.4 Continuum between strength, endurance and neuromuscular efficiency must include: • relationship between load and repetitions • progression from high load/low reps to low load/high reps 2.5 Muscular strength development must include: • high resistance loads • low repetitions • motor unit recruitment 2.6 Muscular endurance development must include: • lower resistance loads • higher repetitions • fatigue-related limitations to contraction 2.7 Increased endurance capacity variables must include: • increased numbers of mitochondria • oxidative enzymes • capillaries leading to increased oxidative ability within muscles	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
2.8 Repetition ranges may include: • low repetition ranges • moderate repetition ranges • high repetition ranges Different types of resistance training must include: • strength • power • endurance • muscle hypertrophy 2.9 Heart rate training zone models may include: • different heart rate zone models • zones for aerobic development • zones for anaerobic development 2.10 Effects of health-related physical activities may include: • cardiovascular health improvements • metabolic health improvements • musculoskeletal benefits • mental health benefits Health-related physical activities must include: • resistance training • cardiovascular training • range of motion training 2.11 Flexibility training methods may include: • static stretching • dynamic stretching • advanced methods 2.12 Role of muscle spindles and Golgi tendon organs must include: • role of muscle spindles in detecting muscle length • role of Golgi tendon organs in detecting tension	
3. Understand the principles of periodisation and how they can be used effectively to meet client goals and needs	3.1 Identify the principles and reasons for periodised programme design
	3.2 Identify 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	
3.1 Periodised programme design may include: • structured variation of training variables over time • planned progression towards specific goals • balancing overload and recovery • prevention of plateaus • optimisation of performance and adaptation • reducing risk of overtraining 3.2 Range of periodised programme designs must include: • linear periodisation • non-linear (undulating) periodisation 3.3 How to apply the principles of periodisation may include: • manipulation of intensity and volume	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
4. Know how to safely and effectively integrate the use of alternative environments and online provision into personal training sessions	• progression across training phases • alignment with client goals • adapting to client ability and response • structuring programmes over time Range of goals and client needs may include: • health-related clients • general fitness clients • fitness or sporting clients working towards an event • hypertrophy or strength-related clients
	4.1 Identify the types of alternative environments that can be used for fitness training
	4.2 Describe 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
Range	
Alternative environments/methods may include: • outdoor environment (face-to-face) • outdoor environment (online) • indoor environment (face-to-face) • indoor environment (online) 4.2 Benefits and disadvantages of alternative environments/methods may include: • accessibility and convenience • variety and motivation • limitations in equipment availability • environmental factors (e.g. weather) • safety considerations 4.3 Legal and regulatory requirements may include: • requirements relating to health and safety • responsibilities when working in non-gym environments • considerations for public liability and duty of care 4.4 Hazards and risks in outdoor environments may include: • environmental conditions • equipment-related risks • participant-related risks • location-specific hazards 4.5 Manage identified risks may include: • risk assessment procedures • adapting activities to reduce risk • ensuring safe use of equipment • supervision and control measures	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
4.6 Exercise approaches suitable for outdoor training may include: • approaches using minimal equipment • bodyweight-based exercise approaches • cardiovascular-focused approaches • functional training approaches	
5. Know the considerations for planning and delivering group personal training sessions	5.1 Identify a range of group personal training methods/session types
	5.2 Describe the benefits and challenges of delivering group personal training sessions
	5.3 Identify how to incorporate the use of a partner or group in personal training sessions
	5.4 Identify how to apply safe session structure to group sessions
	5.5 Identify 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
Range	
5.1 Group personal training methods/session types may include: • circuit-based sessions • interval-based sessions • strength-focused sessions • functional or mixed-method sessions 5.2 Benefits and challenges may include: • increased motivation through group dynamics • social interaction • ability to train multiple clients • challenges with individualisation • safety and supervision considerations 5.3 Incorporate partner/group work may include: • paired exercises • group circuits • shared equipment tasks • team-based activities 5.4 Safe session structure must include: • warm-up • main session • cool-down And may include: • appropriate sequencing of activities • gradual progression of intensity • recovery considerations 5.5 Health and safety operational procedures may include: • risk assessment procedures • equipment checks • participant screening • emergency procedures • supervision ratios	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
5.6 Hazards and risk measures may include: - environmental hazards - participant safety considerations - equipment-related risks - control measures to reduce risk	
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 Apply appropriate workloads , recovery workloads and work-to-recovery timings for the client's goals, needs and abilities
	6.3 Explain the technique protocol and key teaching points to the client correctly and in an appropriate manner
	6.4 Apply 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
	6.7 Monitor intensity accurately using suitable method(s) and modify exercise variables to achieve target workloads
	6.8 Apply practical skills where necessary to maintain safe and effective client exercise technique
	6.9 Apply safe spotting and support , where necessary, during the technique
	6.10 Select an appropriate muscle group and stretch position for applying the technique
	6.11 Observe the client and adapt their technique to ensure good body alignment and stretching of the target muscle group(s)
	6.12 Request feedback from the client to ensure the stretch was sensed in the target area and was not causing discomfort or pain
	6.13 Provide feedback to the client on their performance and recorded session data in an appropriate format
Range	
6.2 Workloads and work -to- recovery timings may include: - selection of appropriate intensity - selection of work and recovery durations - consideration of client ability and goals - consideration of training method being used 6.9 Spotting and support must include: - safe positioning of the personal trainer and client - appropriate level of assistance - maintaining client safety throughout 6.13 Provide feedback to client may include: - performance feedback - session data feedback - appropriate communication format	
7. Be able to interpret and analyse information to plan progressive/periodised programmes	7.1 Analyse previously collected health and fitness data and information
	7.2 Implement calculations and risk-stratify the client correctly
	7.3 Complete the client profile and summarise the previously collected client information in a way that helps inform programme design
8. Be able to plan progressive/periodised programmes	8.1 Explain the periodised strategy
	8.2 Explain how programme variables were selected to meet the client needs and goals

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
	8.3 Identify the client's macrocycle/long-term goal/s
	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
	8.5 Identify where the 12-week case study fits in relation to the mesocycles/phases of training, ensuring it crosses at least 2 phases/mesocycles
	8.6 Apply details for each weekly microcycle that demonstrates progression within the mesocycles and over the course of the 12-week planned programme
	8.7 Apply the principles of periodised programme design
	8.8 Plan appropriate exercise sessions for phases of the progressive/periodised programme
	8.9 Design each session plan with adequate and appropriate warm-up and cool-down activities for minimising injury risk and aiding recovery
Range	
8.1 Periodised strategy may include: • how the strategy will progress the client towards goal achievement • how principles of periodisation have been applied 8.2 Programme variables may include: • volume • intensity • complexity • range of motion • lever length • rate/speed • rest • plane of motion • exercises • training protocols • equipment • environments Client's needs and goals may include: • health-related • general fitness • fitness- or sporting-related, working towards an event • hypertrophy or strength-related 8.6 Details must include: • frequency • intensity • time • type 8.7 Principles must include: • structured variation of training variables over time • planned progression towards specific goals • balancing overload and recovery • prevention of plateaus • optimisation of performance and adaptation • reducing risk of overtraining	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
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 category
	9.4 Identify ways to manage the identified risks and apply appropriate adaptations and contingencies
Range	
9.1 Alternative environments/methods may include: • outdoor environment (face-to-face) • outdoor environment (online) • indoor environment (face-to-face) • indoor environment (online) 9.3 Categories must include: • facility/environment • equipment • activities • participants • emergency procedures 9.4 Manage the identified risks and apply appropriate adaptations and contingencies may include: • risk assessment and control measures • adapting exercises to reduce risk • modifying intensity, volume or complexity • alternative exercises or session structures • contingency planning in response to environmental or client factors	
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
Range	
10.4 Gain consent/agreement must be an informed agreement from the client.	
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 Apply 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

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
	11.9 Adapt the planned session content in response to the client's progress and feedback, and record 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
Range	
Be able to deliver personal training sessions may include: • observation of movement and posture • use of verbal, visual and tactile cues ○ verbal ○ visual ○ kinesthetic • correction and reinforcement of exercise technique • adaptation of exercise variables (e.g. intensity, complexity, volume) • monitoring client performance and responses • maintaining safety within the training environment • use of motivational strategies • recording session performance data	
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
Range	
Be able to review a personal training session may include: • feedback on performance and progress • review of goals and session outcomes • gathering client feedback on session and service • identification of improvements for future sessions	
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
Range	
Be able to reassess and monitor client progress, then adapt a progressive programme accordingly may include: • review of client progress and challenges • reassessment of fitness or health measures ○ health-based assessment/measurement ○ cardiovascular assessment ○ muscular strength/endurance assessment ○ posture/motor skill or flexibility assessment • analysis of results	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
• updating goals • modification of programme variables • adaptation of exercise selection or structure • review of lifestyle or behavioural factors	
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
Range	
Be able to self-evaluate personal training performance throughout a progressive programme may include: • reflection on coaching and communication skills • effectiveness of session delivery • ability to meet client needs and goals • effectiveness of exercise selection and programme design • identification of strengths and areas for improvement • reflection on client feedback and outcomes • actions for improving future professional practice	

Unit 06 Professionalism and business acumen for personal trainers (H/651/4030)

Assessment				
This qualification is internally assessed and externally quality assured.				
Mandatory	Achieved/not yet achieved	Level 3	35 GLH	6 credits

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
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 Identify the importance of professionalism for a personal trainer
	1.4 Identify the standards expected of a personal trainer
	1.5 Identify the consequences of employers, employees and self-employed persons not following the legal and professional requirements
	1.6 Identify the implementation of the processes in active leisure
	1.7 Describe the employee and independent contractor models

Range

1.2 Legal guidelines, scope of practice and professional responsibilities must include:

- legal responsibilities relating to health, safety and welfare
- scope of practice boundaries
- duty of care to clients
- equality and inclusion requirements

1.3 Professionalism must include:

- impact on reputation and industry standards
- client trust and retention
- business success and credibility

1.4 Standards must include:

- ethical conduct and integrity
- client-centred practice
- maintaining professional boundaries
- safe working practices

1.5 Consequences must include:

- legal consequences (e.g. action, penalties)
- reputational damage
- loss of business/employment
- disciplinary action

1.6 Processes in active leisure may include:

- labour law
- legal provisions on the protection of personal data
- tax law
- copyright law

1.7 Contractor models must include:

- employed model characteristics
- self-employed/contractor characteristics
- advantages and limitations of each

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
2. Understand the requirements for a self-employed individual	2.1 Explain the requirements for the self-employed in the UK
	2.2 Identify the insurance requirements for being a self-employed individual
	2.3 Identify the demands of running a successful personal training business
Range	
2.1 Requirements for the self-employed must include: • registration • keeping business records • completing applicable tax requirements/records • paying applicable tax • business expenses 2.2 Insurance requirements must include: • public liability insurance • professional indemnity insurance • personal accident/sickness cover 2.3 Demands must include: • time management demands • client retention and service delivery • financial management • marketing and business development	
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 Identify the importance of accurate and confidential record keeping
	3.3 Identify the importance of maintaining standards when collecting, recording and using data from and on information technology (IT) applications
	3.4 Describe the consequences of employers, employees and self-employed persons not following the legal and professional requirements
Range	
3.1 Legal requirements must include: • data protection principles (e.g. lawful use, storage, disposal) • client consent requirements • confidentiality and security of data 3.4 Consequences must include: • legal penalties • reputational damage • loss of client trust	
4. Understand marketing techniques and tactics	4.1 Define the term 'marketing'
	4.2 Identify the role of marketing a personal training business
	4.3 Identify the factors that influence marketing decisions
	4.4 Identify the components of a marketing mix
	4.5 Identify 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 Identify different methods of market research
	4.8 Explain how to conduct market research for a personal training business
	4.9 Identify methods of analysing results/data from market research activities
	4.10 Explain the importance of setting goals for marketing performance

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
	4.11 Identify 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 Identify the potential damage of a negative digital profile
Range	
4.2 Role of marketing a personal training business must include: • attracting clients • maximising profitability • increasing revenue • building brand/profile 4.4 Components of a marketing mix must include: • product • price • place • promotion And may include: • people • processes • physical evidence 4.5 Common marketing methods or techniques must include: • digital marketing methods • traditional marketing methods • cost versus reach considerations 4.6 Purpose of a marketing plan/strategy must include: • structured planning • achieving business goals • guiding marketing decisions 4.7 Different methods of market research may include: • qualitative methods • quantitative methods • strengths and limitations 4.8 How to conduct market research must include: • defining research purpose • selecting methods • collecting data • identifying population sample • analyse data • present data • act on findings 4.9 Methods of analysing results/data may include: • qualitative analysis • quantitative analysis • use of charts or feedback 4.10 Importance of setting goals for marketing performance must include: • measuring success • guiding performance • improving decision making	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
4.11 Importance of personal characteristics and interpersonal skills must include: - communication skills - professionalism - interpersonal skills 4.13 Potential damage of a negative digital profile must include: - reputational damage - loss of clients - impact on business credibility	
5. Understand how to close a sale	5.1 Identify 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 Identify ways to gain commitment and close sales
Range	
5.2 The importance of taking action to close a sale must include: - converting interest into sales - business sustainability 5.3 Ways to gain commitment and close sales may include: - sales techniques - communication approaches - handling objections	
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 Describe the purpose of income and expenditure budgeting
	6.3 Identify examples of typical business costs included in a budget
	6.4 Identify the difference between direct and indirect costs
	6.5 Identify the purpose of a balance sheet and profit and loss account
	6.6 Identify 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
Range	
6.1 Purpose of an annual budget must include: - financial planning - tracking income and expenditure 6.2 Purpose of income and expenditure budgeting must include: - monitoring financial performance - budgeting for sustainability 6.7 Benefit clients may include: - added value to clients - additional choice - enhanced experience 6.8 Benefit a personal training business may include: - increased revenue streams - improved client retention	
7. Understand how to monitor and interpret	7.1 Describe the process of gathering business data using a range of current IT applications

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
business data from a range of current IT applications	7.2 Identify methods of monitoring business data from a range of current IT applications
	7.3 Describe how to interpret gathered business data from a range of current IT applications
Range	
7.1 Process of gathering business data may include: - collection of client and business data using digital tools - use of software or applications to record data - organisation and storage of collected data 7.3 How to interpret gathered business data must include: - analysing trends or patterns in data - using data to inform business decisions - evaluating performance against targets	
8. Understand how IT applications are used to support effective business planning and delivery	8.1 Identify current IT applications that are used to support effective business planning and delivery
	8.2 Identify ways IT applications can be used to support effective business planning and delivery
	8.3 Describe the risks and benefits of using IT applications to support effective business planning and delivery
	8.4 Evaluate technologies that support effective business planning and delivery
	8.5 Identify the importance of a website in Personal Trainer marketing
	8.6 Identify how to leverage blogs/vlogs and social media technology in Personal Trainer marketing
Range	
8.3 Risks and benefits must include: - benefits (e.g. efficiency, accessibility, communication, data management) - risks (e.g. data breaches, cyber security threats, system failures) 8.4 Evaluate technologies may include: - comparison of different technologies - suitability for business needs - effectiveness in improving efficiency or performance 8.5 Importance of a website must include: - online presence and visibility - promoting services and brand - attracting and engaging clients 8.6 How to leverage may include: - engaging with target audience - promoting services and expertise - building brand awareness	
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

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
	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
Range	
9.1 Strengths, weaknesses, opportunities and threats may include: - internal factors (strengths and weaknesses) - external factors (opportunities and threats) 9.3 Business aims and objectives may include: - short-term aims - long-term aims - realistic and measurable objectives 9.5 Key performance indicators (KPIs)/milestones may include: - measurable targets - timelines or milestones - indicators of business performance 9.8 How to collect, use, store and dispose of information must include: - secure data collection - appropriate storage of information - lawful use of data - safe disposal of data	
10. Be able to plan and strategise market research to run campaigns and develop additional products or services	10.1 Provide an overview of the key objectives for a marketing campaign
	10.2 Identify the target market for the marketing campaign
	10.3 Describe ways to gain and retain clients in a new Personal Training business
	10.4 Describe how a digital profile will be used to positively promote the business
	10.5 Identify the IT applications to be used to support business planning and delivery, how they will be used, their benefits and risks
	10.6 List accurate direct business costs included in a budget and relate to the planning, preparation and launch of business
	10.7 List accurate indirect business costs included in a budget and relate to the planning, preparation and launch of business
	10.8 Plan regular review points to monitor and evaluate the personal training business in line with key performance indicators (KPIs)/milestones
	10.9 Identify a research question to develop some additional products or services including online products and services
	10.10 Evaluate methods of data collection to develop some additional products or services
	10.11 Select appropriate methods of data collection to develop some additional products or services
	10.12 Explain how to collect and test the data to develop some additional products or services
Range	
10.1 Key objectives may include: - increasing awareness - attracting new clients - promoting products or services	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
10.3 Ways to gain and retain clients may include: • client engagement strategies • maintaining client relationships • delivering quality service 10.4 How a digital profile will be used must include: • maintaining a professional online presence • use of digital platforms for promotion • managing online reputation 10.8 Regular review points may include: • scheduled review periods • monitoring progress against KPIs • evaluating business performance 10.10 Methods of data collection may include: • qualitative methods • quantitative methods • strengths and limitations 10.11 Appropriate methods may include: • suitability of methods for purpose • alignment with research objectives 10.12 How to collect and test the data must include: • collecting relevant data • testing validity or reliability of data • ensuring data is suitable for decision making	

Assessment strategy

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

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

Knowledge LOs

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

Competence/skills LOs

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

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

Section 3: explanation of terms

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

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

Draw conclusions	Make a final decision or judgement based on reasons.
Estimate	Form an approximate opinion or judgement using previous knowledge or considering other information.
Evaluate	Examine strengths and weaknesses, arguments for and against and/or similarities and differences. Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation.
Explain	Provide detailed information about the subject with reasons showing how or why. Responses could include examples to support these reasons.
Extrapolate	Use existing knowledge to predict possible outcomes that might be outside the norm.
Identify	Select, recognise and name the main points accurately.
Implement	Explain how to put an idea or plan into action.
Interpret	Explain the meaning of something.
Judge	Form an opinion or make a decision.
Justify	Give a satisfactory explanation for actions or decisions.
Perform	Carry out a task or process to meet the requirements of the question.
Plan	Think about and organise information in a logical way using an appropriate format.
Provide	Identify and give relevant and detailed information in relation to the subject.
Reflect	Learners should consider their actions, experiences or learning and the implications of this for their practice and/or professional development.
Review and revise	Look back over the subject and make corrections or changes.
State	Give the main points clearly in sentences or paragraphs.
Summarise	Give the main ideas or facts in a concise way.
Test	Complete a series of checks utilising a set procedure.

Section 4: support

Support materials

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

Reproduction of this document

Reproduction by approved centres is permissible for internal use under the following conditions:

- you may copy and paste any material from this document; however, we do not accept any liability for any incomplete or inaccurate copying and subsequent use of this information
- the use of PDF versions of our support materials on the website will ensure that correct and up-to-date information is provided to learners
- any photographs in this publication are either our exclusive property or used under license from a third party:
 - they are protected under copyright law and cannot be reproduced, copied or manipulated in any form
 - this includes the use of any image or part of an image in individual or group projects and assessment materials
 - all images have a signed model release

Contact us

Active IQ
Q6
Quorum Park
Benton Lane
Newcastle upon Tyne
NE12 8BT

Tel: 01480 467 950
Fax: 01480 456 283
Email: info@activeiq.co.uk
Website: www.activeiq.co.uk

Document version history

Document number	Date	Information
AIQ007190	1 May 2026	Document published
AIQ007266	18 June 2026	Credit value added to qualification to support use within Welsh apprenticeship programmes. No changes to qualification content, assessment requirements, GLH or TQT.

Copyright © 2026 Active IQ Ltd. Not for resale.

All the material in this publication is protected by copyright.

Appendix A: units

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

Mandatory units

Unit number	Regulated unit number	Unit title	Level	GLH	Credit
Unit 01	M/651/4025	Applied anatomy and physiology for exercise and fitness	3	45	6
Unit 02	R/651/4026	Principles of nutrition for exercise and health	3	45	6
Unit 03	T/651/4027	Understanding lifestyle, wellbeing and common medical conditions	3	35	5
Unit 04	Y/651/4028	Encouraging positive health and fitness behaviours	3	35	5
Unit 05	A/651/4029	Programme design and delivery for personal training	3	60	9
Unit 06	H/651/4030	Professionalism and business acumen for personal trainers	3	35	6