



Qualification  
Guidance

# Active IQ Level 3 Diploma in Personal Training

This qualification is for delivery in Wales only.

Qualification  
Accreditation Number:

**COO/4779/4**

Version AIQ006313

**Active iQ**

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# Active IQ Level 3 Diploma in Personal Training

## Qualification Accreditation Number: C00/4779/4

### Introduction

The Active IQ Level 3 Diploma in Personal Training is at level 3 in the QiW database which is owned and managed by Qualifications Wales, the regulator of non-degree qualifications and the qualifications system in Wales. **This qualification is for delivery in Wales only.**

|                               |     |                                  |     |
|-------------------------------|-----|----------------------------------|-----|
| <b>Guided learning hours:</b> | 152 | <b>Total qualification time:</b> | 430 |
|-------------------------------|-----|----------------------------------|-----|

|                 |    |
|-----------------|----|
| <b>Credits:</b> | 43 |
|-----------------|----|

### Entry Requirements:

- A suitable Level 2 qualification in Gym 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) and maths involved, so learners should have basic skills in communication and maths pitched at level 2 (as a minimum).

### Target Learners:

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

### Purpose

This qualification will further develop learners, who have existing knowledge and skills in gym instruction, to enable them to pursue a career in personal training. During the qualification learners will cover the following:

- Further knowledge of anatomy and physiology applicable to personal training.
- Nutrition for exercise, health and fitness.
- Lifestyle and medical factors that affect wellbeing.
- Effective communication skills for client consultations to encourage healthy lifestyle behaviours and strategies for change.
- Skills to plan and conduct physical activity sessions with different types of clients in a variety of environments with a range of resources.
- Legal and professional requirements for personal training.
- How to set up and manage a personal training business on a self-employed basis if they wish to.
- How to manage, evaluate and improve own performance.

### Progression

This qualification provides progression onto:

- Active IQ Level 3 Diploma in Instructing Pilates Matwork.
- Active IQ Level 3 Diploma in Teaching Yoga.
- Level 4 special populations-related qualifications.
- Advanced Apprenticeship in Exercise and Fitness.

Learners may also progress onto qualifications in related sectors, e.g. Sports Massage, where they will be provided with the knowledge and skills to practise sports massage alongside personal training in a health club environment or in their own business.

Alternatively, learners may broaden their knowledge and skills by progressing onto qualifications mapping to additional branches of the Level 3 Standards, such as Exercise Referral and Leisure Management.

The qualification will provide knowledge and practical skills to enhance provision alongside other academic courses such as: National Diploma in Sports Studies, A-level PE and HND in Sport and Leisure.

### **Links to National Standards**

There are links to:

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

# Occupational competence statements for tutoring, assessing and internal verifying

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

## **Required criteria**

All Tutors, Assessors and Internal Verifiers must:

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

## **Tutors**

Tutors must hold, or be working towards, a teaching qualification. The following are acceptable:

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

## **Assessors**

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

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

## **Internal verifiers**

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

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

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

# Active IQ Level 3 Diploma in Personal Training

## Qualification Accreditation Number: C00/4779/4

### Qualification Structure and Unit Content

This qualification is comprised of six mandatory units.

| Unit | Unit accreditation number  | Level      | Credits |   |
|------|--|------------|---------|---|
| 1    | Applied anatomy and physiology for exercise, health and fitness          | F/650/6282 | 3       | 7 |
| 2    | The principles of nutrition and their application to exercise and health | H/650/6283 | 3       | 7 |
| 3    | Understanding lifestyle, health, wellbeing and common medical conditions | J/650/6284 | 3       | 5 |
| 4    | Encouraging positive health and fitness behaviours in clients            | K/650/6285 | 3       | 8 |
| 5    | Programme design and delivery for personal training                      | L/650/6286 | 3       | 9 |
| 6    | Professionalism and business acumen for personal trainers                | M/650/6287 | 3       | 7 |

### Grading

Once all components are achieved, a pass is awarded.

| Learning outcomes<br>The learner will:  | Assessment criteria<br>The learner can:   |
|---|---|
| 1. Know the structure and function of the cardiovascular system in relation to health and fitness     | 1.1 Describe the structures of the heart and their functions , including: <ul style="list-style-type: none"> <li>• chambers</li> <li>• valves</li> <li>• blood vessels</li> </ul> 1.2 List the order in which blood flows through the cardiovascular system<br>1.3 Explain the stages of progression in atherosclerosis<br>1.4 Describe the immediate blood pressure response to exercise, to include: <ul style="list-style-type: none"> <li>• the Valsalva manoeuvre</li> </ul> 1.5 Describe the effects of different forms of exercise training on blood pressure over time<br>1.6 Identify the blood pressure classifications and associated health risks<br>1.7 Describe the cardiovascular benefits and adaptations to different forms of exercise, to include: <ul style="list-style-type: none"> <li>• endurance training</li> <li>• interval training</li> <li>• resistance training</li> <li>• relaxation training</li> </ul> |
| 2. Know the structure and function of the skeletal system structure in relation to health and fitness | 2.1 Identify the anatomical planes of motion for different joint actions and exercises<br>2.2 Identify the joint actions and typical ranges of movement of the major joints of the body<br>2.3 Describe the benefits and risks of weight-bearing exercise for the bones and joints<br>2.4 Describe the common injury risks at each of the major joints and the movements that are likely to cause them<br>2.5 Explain common postural patterns, their associated muscle imbalances and the problems these can cause<br>2.6 Describe the relationship between the structure and function of the skeleton   |



| <b>Learning outcomes</b><br>The learner will:   | <b>Assessment criteria</b><br>The learner can:  |
|---|---|
| 3. Know the structure and function of the myofascial system in relation to health and fitness | 3.1 Describe the structure and function of muscle fibres and their components<br>3.2 Describe the stages of the sliding filament theory<br>3.3 Describe the effects of exercise intensity and duration on muscle fibre recruitment and adaptation by the different muscle fibre types<br>3.4 Name the locations of the attachment sites for the major muscles of the body<br>3.5 Explain the isolated muscle actions responsible for producing specific body movements<br>3.6 Explain the roles of muscles in integrated movements of the body compared to their isolated muscle actions<br>3.7 Identify causative factors, symptoms and recovery strategies for delayed onset muscle soreness (DOMS)<br>3.8 Describe the structure and functions of the different types of connective tissue   |
| 4. Know the structure and function of the nervous system in relation to health and fitness    | 4.1 Describe the components of the nervous system, to include: <ul style="list-style-type: none"> <li>• central nervous system</li> <li>• peripheral nervous system</li> <li>• somatic branch of the peripheral nervous system</li> <li>• autonomic branch of the peripheral nervous system</li> </ul> 4.2 Describe the structure and function of a neuron<br>4.3 Describe the structure and function of a motor unit<br>4.4 State the 'all or nothing' law of muscle contraction and the size principle of motor unit recruitment<br>4.5 Explain the stages in the process of the stretch reflex and inverse stretch reflex<br>4.6 Describe the structure and function of muscle spindles<br>4.7 Describe the structure and function of golgi tendon organs<br>4.8 Explain the definition and function of autogenic inhibition<br>4.9 Explain the definition and function of reciprocal inhibition<br>4.10 Explain the neuromuscular adaptations associated with different types of exercise and the benefits of these for performance |



| <b>Learning outcomes</b><br>The learner will:  | <b>Assessment criteria</b><br>The learner can:   |
|--|--|
| 5. Know the structure and function of the endocrine system in relation to health and fitness         | 5.1 Describe the role of the endocrine system<br>5.2 Recognise the location, structure and functions of the endocrine glands of the body<br>5.3 Describe the main functions of hormones in the body, to include: <ul style="list-style-type: none"> <li>• growth hormone</li> <li>• thyroid hormones</li> <li>• corticosteroids</li> <li>• catecholamines</li> <li>• insulin</li> <li>• glucagon</li> </ul> 5.4 Explain the lifestyle factors that affect endocrine health |
| 6. Understand the role of the energy systems in relation to physical activity, exercise and training | 6.1 Describe the energy substrates and by-products of each energy system<br>6.2 Explain the processes by which adenosine triphosphate (ATP) is re-synthesised in each energy system<br>6.3 Explain the relative contribution of each energy system to total energy expended in activities with different characteristics, to include: <ul style="list-style-type: none"> <li>• intensity</li> <li>• duration</li> <li>• type</li> </ul>                                    |
| 7. Know the structure and function of the digestive system in relation to health and fitness         | 7.1 Describe the structure of each section of the gastrointestinal tract in relation to its functions<br>7.2 Describe the location and functions of each of the digestive organs<br>7.3 Explain the role of the digestive system in maintaining health<br>7.4 Explain the implications of different dietary practices for the digestive system<br>7.5 Explain the importance of physical activity for digestive system health  |
| <b>Assessment</b>  | Theory paper<br>Modular summative observation  |

| <b>Learning outcomes</b><br>The learner will:  | <b>Assessment criteria</b><br>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, to include: <ul style="list-style-type: none"> <li>• national food guides</li> <li>• professional dietetic bodies</li> <li>• independent scientific bodies</li> </ul> 1.2 Distinguish between credible evidence-based information and unscientific claims made in the media   |
| 2. Know common nutritional terms related to exercise and health                          | 2.1 Define common nutritional terms, to include: <ul style="list-style-type: none"> <li>• health</li> <li>• diet</li> <li>• wellness/wellbeing</li> <li>• healthy eating</li> <li>• balanced diet</li> <li>• nutrition</li> <li>• nutrient</li> <li>• macronutrient</li> <li>• micronutrient</li> <li>• phytonutrient</li> </ul>   |
| 3. Know the nutrients required to maintain health  | 3.1 Describe the macronutrients and their functions<br>3.2 Evaluate good dietary sources of each macronutrient<br>3.3 Recognise the transport, storage and metabolised forms of each macronutrient<br>3.4 Explain the glycaemic index rating system for foods containing carbohydrates and its importance for human health<br>3.5 Identify key micronutrients and their functions<br>3.6 Identify good dietary sources of key micronutrients<br>3.7 Evaluate the importance of phytonutrients to human health<br>3.8 Describe the functions of water in the body |

| Learning outcomes<br>The learner will:  | Assessment criteria<br>The learner can:  |
|---|--|
| 4. Know how nutrients from food are used to fuel and recover from physical activity             | 4.1 Evaluate the functions of macronutrients, micronutrients and water in relation to exercise performance and recovery<br>4.2 Recognise how training may affect an individual's nutritional requirements<br>4.3 Describe the nutrients used for generating energy<br>4.4 Analyse the relative contribution of each nutrient to total energy expenditure in activity of different intensities<br>4.5 Evaluate the role of each macronutrient in post-exercise recovery and relate this to post-exercise dietary guidelines   |
| 5. Know how to estimate daily energy and nutrient requirements for clients with different goals | 5.1 Define terms related to weight management to include: <ul style="list-style-type: none"> <li>• calorie</li> <li>• energy balance</li> <li>• negative energy balance</li> <li>• positive energy balance</li> <li>• basal metabolic rate (BMR)</li> <li>• thermic effect of food (TEF)</li> <li>• thermic effect of physical activity (TEPA)</li> <li>• non-exercise activity thermogenesis (NEAT)</li> </ul> 5.2 Describe safe and effective guidelines for the rate of fat loss achievable through diet modification and exercise<br>5.3 Critically compare guidelines for the rate of muscle gain achievable through diet modification and exercise to analyse safety and effectiveness<br>5.4 Explain safe and effective guidelines for tailoring nutrition to optimise preparation and performance in endurance events, to include: <ul style="list-style-type: none"> <li>• pre-event nutrition, e.g. carbohydrate loading, fat loading</li> <li>• nutrition during the event</li> <li>• post-event nutrition</li> </ul> |
| 6. Know the risks of poor nutritional and lifestyle practices                                   | 6.1 Describe the signs, symptoms and risks of dehydration<br>6.2 Analyse the risks of diets that severely restrict energy intake<br>6.3 Analyse the risks of diets that contain high intakes of processed food products and few real foods<br>6.4 Evaluate the role of alcohol as a non-nutrient dietary source of energy<br>6.5 Evaluate the effects of caffeine on the body  |

| <b>Learning outcomes</b><br>The learner will:                                    | <b>Assessment criteria</b><br>The learner can:  |
|--|---|
| 7. Know the nutritional considerations for specific client groups                | 7.1 Explain the importance of a balanced diet for pre and postnatal clients<br>7.2 List the sources of food which are important for pre and postnatal clients<br>7.3 List the foods which should be avoided during pregnancy and the reasons for these<br>7.4 Explain the importance of a balanced diet for older adults<br>7.5 List the sources of food which are important for older adults<br>7.6 Explain the relevant nutritional guidelines for specified medical conditions, to include: <ul style="list-style-type: none"> <li>• hypertension</li> <li>• obesity</li> <li>• cardiac pulmonary disease</li> <li>• diabetes</li> <li>• stress</li> </ul> 7.7 Recognise the professional boundaries for a personal trainer with regard to providing nutritional information and advice<br>7.8 Recognise when to refer or signpost a client to a professional qualified to deal with specific nutritional and dietary requirements |
| 8. Be able to analyse clients' dietary habits and identify areas for improvement | 8.1 Use appropriate methods to collect nutritional information from clients with different goals, to include: <ul style="list-style-type: none"> <li>• fat loss</li> <li>• muscle gain</li> <li>• preparing for an endurance event</li> <li>• preparing for a strength and power event</li> </ul> 8.2 Use appropriate methods to analyse a client's nutritional information<br>8.3 Analyse a client's collected nutritional data to identify areas of improvement in line with current nutritional guidelines<br>8.4 Analyse a client's collected data to identify areas of improvement in line with their nutritional goals  |
| <b>Assessment</b>  | Theory paper<br>Case study<br>Worksheet   |

| <b>Learning outcomes</b><br>The learner will:  | <b>Assessment criteria</b><br>The learner can:   |
|--|--|
| 1. Understand how lifestyle factors affect a client's health and wellbeing                       | 1.1 Explain the biological, behavioural, psychological and social components of health and wellbeing<br>1.2 Describe the lifestyle factors that can affect an individual's health and wellbeing, to include: <ul style="list-style-type: none"> <li>• dietary intake</li> <li>• stress</li> <li>• fatigue</li> <li>• alcohol</li> <li>• levels of physical activity</li> </ul> 1.3 Describe the factors that determine the success of a client when attempting to make a lifestyle behaviour change  |
| 2. Understand commonly occurring medical conditions and how they may impact a client's lifestyle | 2.1 Identify the causes of specified medical conditions, to include: <ul style="list-style-type: none"> <li>• hypertension</li> <li>• obesity</li> <li>• cardiorespiratory disease</li> <li>• diabetes</li> <li>• stress</li> </ul> 2.2 Identify the progression of specified medical conditions<br>2.3 Identify the risk factors of specified medical conditions<br>2.4 Describe the clinical signs and symptoms of specified medical conditions<br>2.5 Describe the risks and benefits of exercise for specific medical conditions, to include <ul style="list-style-type: none"> <li>• exercise guidelines, restrictions and contraindications</li> <li>• nutritional guidelines</li> </ul> 2.6 Describe how specified medical conditions may impact a client's lifestyle, for example: <ul style="list-style-type: none"> <li>• dietary modifications</li> <li>• exercise contraindications</li> <li>• ability to partake in physical activity</li> </ul> 2.7 Describe considerations for exercise when dealing with comorbidities |

| <b>Learning outcomes</b><br>The learner will:   | <b>Assessment criteria</b><br>The learner can:  |
|---|---|
| 3. Understand how to risk-stratify and when to refer clients with common medical conditions | 3.1 Recognise risk stratification models used to assess risk<br>3.2 Describe how different conditions and pathophysiology are risk stratified, including contraindications for exercise<br>3.3 Recognise when clients need to be signposted to other professionals<br>3.4 Identify the reasons a client should be signposted to a medical or healthcare professional<br>3.5 Explain how signposting a client to other services can support lifestyle behaviour change<br>3.6 Recognise when to refer or signpost a client to other professionals regarding lifestyle behaviours e.g. smoking cessation, alcohol addiction counselling, dietitian, counsellor<br>3.7 Recognise the professional boundaries for a personal trainer with regard to providing nutritional information and advice<br>3.8 Recognise when to refer or signpost a client to a professional qualified to deal with specific nutritional and dietary requirements |
| <b>Assessment</b>   | Assignments<br>Worksheet<br>Modular summative observation   |

| Learning outcomes<br>The learner will:   | Assessment criteria<br>The learner can:  |
|--|--|
| <p>1. Understand the importance of communication skills to effectively communicate and engage with clients</p> | <p>1.1 Describe the concept of client touch points within an organisation</p> <p>1.2 Explain the importance of positive client experiences at every touch point</p> <p>1.3 Outline the importance of effective communication skills for a personal trainer</p> <p>1.4 Explain how to create a positive impression of self</p> <p>1.5 Explain how you can get to know different clients</p> <p>1.6 Describe ways to build rapport with different clients</p> <p>1.7 Describe methods of initiating conversation with a client or customer</p> <p>1.8 Explain how a personal trainer's communication skills can influence the quality of information offered by a client</p> <p>1.9 Explain how a personal trainer's communication skills can influence a client's programme success</p> <p>1.10 Explain how a personal trainer's communication style can influence a client's motivation and commitment to making lifestyle changes</p> <p>1.11 Explain how non-verbal communication influences consultation and programme outcomes</p> <p>1.12 Describe the types of action that clients will see as adding value to their experience</p> <p>1.13 Describe the behaviours that will make a client feel special</p> |
| <p>2. Understand techniques used to effectively communicate and engage with clients</p>                        | <p>2.1 Describe the effective communication skills that can enhance a relationship between the personal trainer and their client</p> <p>2.2 Explain the difference between open and closed questions</p> <p>2.3 Describe the process of active listening</p> <p>2.4 Describe how to use affirming statements</p> <p>2.5 Describe how to use reflective statements effectively</p> <p>2.6 Describe types of non-verbal communication</p> <p>2.7 Explain how to adapt communication for a range of participant needs and types</p>   |



| <b>Learning outcomes</b><br>The learner will:   | <b>Assessment criteria</b><br>The learner can:  |
|---|---|
| 3. Understand techniques used to support clients making lifestyle behaviour changes                                 | 3.1 Identify techniques that can be used to determine a client's level of readiness to make a lifestyle change<br>3.2 Describe how techniques can be used to determine a client's level of readiness to make a lifestyle change<br>3.3 Explain how a process of goal-setting, monitoring, reviewing and evaluating can be used to support clients when making lifestyle behaviour changes<br>3.4 Explain how social support will influence the success of a client when attempting to make a lifestyle behaviour change<br>3.5 Explain how providing client education can support lifestyle behaviour change<br>3.6 Explain how signposting a client to other services can support lifestyle behaviour change<br>3.7 Identify techniques that can be used to help a client change their lifestyle behaviour<br>3.8 Describe techniques that can be used to help a client change their lifestyle behaviour |
| 4. Understand how to create a positive environment that motivates and empowers clients, to meet their desired goals | 4.1 Explain how to create a positive environment that motivates and empowers clients to achieve their desired goals<br>4.2 Explain how the environment can have an effect on adherence to a behaviour change programme<br>4.3 Describe the environmental factors that can have a positive effect on adherence and achievement of goals  |
| 5. Know how to collect and interpret health screening and fitness assessment data                                   | 5.1 Identify a range of health screening measurements that can be conducted to inform programme design<br>5.2 Describe established protocols for health screening measurements<br>5.3 Interpret outcomes of health screening measurements and risk-stratify clients<br>5.4 Identify a range of fitness assessments that can be performed to evaluate client ability, to include: <ul style="list-style-type: none"> <li>• cardiovascular fitness tests</li> <li>• muscular fitness tests</li> <li>• flexibility tests</li> <li>• movement screening protocols</li> </ul>  |

| <b>Learning outcomes</b><br>The learner will:   | <b>Assessment criteria</b><br>The learner can:   |
|---|--|
| 6. Understand how technological advancements can help clients increase their activity levels and stay motivated and focused | 6.1 Describe major technological developments in health, fitness and exercise<br>6.2 Describe how information technology (IT) applications are used to support, enhance and manage health and fitness assessments<br>6.3 Describe how data can be used to inform the implementation of specific client exercise programmes<br>6.4 Explain how current technology can help clients increase their activity levels, for example: <ul style="list-style-type: none"> <li>• pedometers.</li> <li>• heart rate monitors</li> <li>• mobile phone applications</li> <li>• wearable technologies</li> </ul> 6.5 Explain how current technology can help clients stay motivated and focussed to help them achieve their goals<br>6.6 Describe ways that health, fitness and exercise professionals can engage with their clients, using current technology, to facilitate increased motivation and goal achievement |
| 7. Understand how to monitor and interpret client data from a range of current information technology (IT) applications     | 7.1 Describe how information technology (IT) applications are used to support, enhance and manage the analysis of collected assessment data<br>7.2 Describe the process of gathering client data using a range of current information technology (IT) applications<br>7.3 Identify methods of monitoring client data from a range of current information technology (IT) applications<br>7.4 Explain how to interpret gathered client data from a range of current information technology (IT) applications  |
| 8. Be able to establish rapport and engage clients in conversation about their health and fitness                           | 8.1 Initiate conversation with a client and conduct an appropriate self-introduction<br>8.2 Demonstrate effective consultation/helping skills<br>8.3 Communicate with clients using a range of appropriate techniques<br>8.4 Communicate in a way that encourages and motivates clients<br>8.5 Ask open-ended questions that encourage the client to speak at length<br>8.6 Use active listening to create rapport with a client<br>8.7 Use appropriate non-verbal communication to develop rapport with the client<br>8.8 Use simple and complex reflective statements to progress conversation<br>8.9 Focus conversation on topics that are relevant to the client's specific health and fitness aims  |

| <b>Learning outcomes</b><br>The learner will:                | <b>Assessment criteria</b><br>The learner can:  |
|--|---|
| 9. Be able to collect meaningful information about clients   | 9.1 Use a validated health screening questionnaire to screen a client for medical conditions<br>9.2 Explain the process for signposting a client to a medical or healthcare professional if necessary<br>9.3 Implement a process of informed consent prior to collecting personal details from a client<br>9.4 Collect meaningful personal, physical activity, nutritional and lifestyle information from clients<br>9.5 Record the content of verbal discussions accurately<br>9.6 Use appropriate health screening measurements to collect meaningful data from clients<br>9.7 Use appropriate fitness assessments to collect meaningful data from clients<br>9.8 Conduct health screening measurements according to recognised protocols in order to collect meaningful data from clients<br>9.9 Conduct fitness assessments according to recognised protocols in order to collect meaningful data from clients<br>9.10 Use collected data to perform calculations and risk stratification<br>9.11 Select the information needed to inform programme content and structure |
| 10. Be able to assess clients' readiness to change behaviour | 10.1 Help the client to identify specific lifestyle behaviours that they have reason to change in order to achieve their health and fitness aims<br>10.2 Determine a client's level of readiness to change a specified lifestyle behaviour<br>10.3 Help clients to identify their personal barriers to making lifestyle changes<br>10.4 Use techniques to help clients identify ways of overcoming barriers to lifestyle change   |
| 11. Be able to facilitate goal-setting and action planning   | 11.1 Determine whether a client is ready to set physical activity and lifestyle goals<br>11.2 Explain the process of goal-setting and action planning to the client<br>11.3 Assist a client to set specific, measurable, achievable, relevant and time-bound (SMART) goals with short-, medium- and long-term time frames for each lifestyle behaviour relevant to their goal<br>11.4 Advise a client on realistic and safe time frames for physiological adaptation<br>11.5 Highlight the importance of changing complementary lifestyle behaviours relevant to the client's goals<br>11.6 Raise the client's awareness of the need to change a specified lifestyle behaviour in relation to a stated goal<br>11.7 Help the client to identify the discrepancies between their current lifestyle behaviours and the behaviours required in order to achieve their stated goals   |

| <b>Learning outcomes</b><br>The learner will:   | <b>Assessment criteria</b><br>The learner can:   |
|---|--|
| 12. Be able to provide relevant information to clients  | 12.1 Determine what information is relevant to the client<br>12.2 Provide credible information to the client<br>12.3 Signpost clients to relevant products and services that may increase their capability or opportunity to make lifestyle behaviour changes<br>12.4 Explain the benefits of making healthy lifestyle behaviour changes to clients<br>12.5 Reinforce the benefits of positive lifestyle behaviour changes that the client expresses an interest in making<br>12.6 Explain how to include everyday physical activities as part of a client's lifestyle to complement exercise sessions |
| 13. Be able to close sessions in a way that encourages ongoing client motivation and goal achievement           | 13.1 Schedule programme reviews with clients<br>13.2 Explain how repeating assessment measurements using consistent protocols enables progress to be determined<br>13.3 Explain the expected changes in measurements and assessments to clients<br>13.4 Explain the benefits of reviewing client progress against planned targets at agreed intervals<br>13.5 Agree a communication and support strategy between personal training sessions  |
| 14. Be able to use information technology (IT) applications in line with legislation and professional standards | 14.1 Use appropriate information technology (IT) applications to manage the effectiveness of a client's exercise programme<br>14.2 Collect, record and analyse data, adhering to legal, ethical and professional standards   |
| 15. Be able to evaluate and adapt own communication styles  | 15.1 Interpret and evaluate own communication styles<br>15.2 Collect feedback from clients relating to own communication styles<br>15.3 Identify ways to adapt own communication styles for a range of client types  |
| <b>Assessment</b>   | Assignment<br>Worksheets<br>Modular summative observation  |

| Learning outcomes<br>The learner will:   | Assessment criteria<br>The learner can:   |
|--|---|
| <p>1. Understand the principles of safe and effective personal training programme design</p>                             | <p>1.1 Describe the current evidence-based frequency, intensity, time and type (FITT) guidelines for safe exercise programme design for healthy adults</p> <p>1.2 Describe guidelines for programme design to minimise injury risk and optimise recovery between training sessions and enable physiological adaptation to occur</p> <p>1.3 Describe a range of training methods/techniques that can be used to meet the needs of clients with a range of goals and ability levels, to include:</p> <ul style="list-style-type: none"> <li>• muscular endurance techniques</li> <li>• hypertrophy/strength techniques</li> <li>• cardiovascular techniques</li> <li>• functional techniques</li> <li>• flexibility techniques</li> </ul> <p>1.4 Explain how an exercise technique can be regressed, progressed or modified using a range of variables to ensure that it meets a client's needs and goals</p> <p>1.5 Explain how to select exercises, training protocols, equipment and environments that meet a client's goals, ability level and preferences</p> <p>1.6 Identify ways to observe and refine a client's technique and postural alignment to maximise movement efficiency and performance</p> |
| <p>2. Understand the principles of periodisation and how they can be used effectively to meet client goals and needs</p> | <p>2.1 Describe the principles of periodised programme design</p> <p>2.2 Describe a range of periodised programme designs</p> <p>2.3 Explain how to apply the principles of periodisation to programmes for a range of goals and client needs, to include:</p> <ul style="list-style-type: none"> <li>• health-related clients</li> <li>• general fitness clients</li> <li>• fitness or sporting clients working towards an event</li> <li>• hypertrophy or strength-related clients</li> </ul>   |

| Learning outcomes<br>The learner will:  | Assessment criteria<br>The learner can:   |
|---|---|
| 3. Know how to safely and effectively integrate the use of alternative environments into personal training sessions | 3.1 Describe the types of alternative environments that can be used for fitness training, to include: <ul style="list-style-type: none"> <li>• outdoor environments</li> <li>• indoor environments</li> </ul> 3.2 Explain the benefits and disadvantages of each training location<br>3.3 Identify the legal and regulatory requirements for health and safety specific to outdoor fitness training<br>3.4 Identify possible hazards and risks in outdoor fitness training environments<br>3.5 Describe how to manage identified risks in outdoor fitness training environments<br>3.6 Describe how training systems can be used when designing an outdoor fitness programme<br>3.7 Identify a range of exercises suitable for outdoor fitness training |
| 4. Know the considerations for planning and delivering group personal training sessions                             | 4.1 Describe a range of group personal training methods<br>4.2 Explain the benefits and challenges of delivering group personal training sessions<br>4.3 Explain how to apply safe session structure to group sessions<br>4.4 Describe how to incorporate the use of a partner or group in personal training sessions   |
| 5. Understand the scope and professional boundaries of personal training pre and postnatal women                    | 5.1 Explain the value of physical activity for pre and postnatal clients<br>5.2 Describe exercise contraindications and safety considerations for pre and postnatal women<br>5.3 Describe appropriate types of activity for a pre or postnatal client<br>5.4 Identify any specific risks for a pre or postnatal client when participating in physical activity<br>5.5 Describe ways to manage the identified risks  |
| 6. Understand the scope and professional boundaries of personal training older adults                               | 6.1 Explain the value of physical activity for the older person<br>6.2 Outline medical conditions commonly associated with old age<br>6.3 Describe exercise contraindications and safety considerations for older adults<br>6.4 Describe a range of safe and effective exercises/physical activities suitable for older adults<br>6.5 Identify any specific risks for the older adult<br>6.6 Describe ways to manage the identified risks   |

| <b>Learning outcomes</b><br>The learner will:  | <b>Assessment criteria</b><br>The learner can:  |
|--|---|
| 7. Be able to design safe and effective personal training programmes and session plans | 7.1 Design exercise programmes that align with credible evidence-based guidelines for frequency, intensity, time and type<br>7.2 Design exercise programmes that take account of individual clients' needs and preferences<br>7.3 Design programmes that include exercises specific to client goals<br>7.4 Design programmes that include training techniques specific to the client's aims and appropriate for their ability level<br>7.5 Select exercise environments that align with client preferences and enable exercise to be performed safely<br>7.6 Design sessions and programmes that follow established guidelines for preparation and recovery to minimise injury risk, optimise adaptation and performance<br>7.7 Design progressive exercise programmes that apply the principles of periodisation |
| 8. Be able to provide a session introduction that prepares the client for exercise     | 8.1 Assess client readiness to participate in the planned session<br>8.2 Explain the content and structure of the planned session in relation to the client's goals and ability<br>8.3 Encourage client questions and feedback to enable modification of the planned session<br>8.4 Outline health and safety information specific to the planned activities and session environment  |
| 9. Be able to instruct safe and effective exercise technique                           | 9.1 Instruct the client to perform exercises with correct technique and postural alignment<br>9.2 Use appropriate verbal, visual and kinaesthetic cues to correct client exercise technique and improve movement quality<br>9.3 Positively reinforce correct exercise performance to build self-efficacy<br>9.4 Observe movement accurately and identify valid strategies to improve the client's exercise technique<br>9.5 Provide modifications of exercise technique to enable safe and effective execution of the movement, as required   |
| 10. Be able to monitor a client during exercise sessions                               | 10.1 Monitor exercise performance, intensity and client feedback<br>10.2 Adapt the level of exercise complexity and intensity in response to monitoring observations<br>10.3 Monitor the exercise environment to ensure client safety and comfort   |



| <b>Learning outcomes</b><br>The learner will:                              | <b>Assessment criteria</b><br>The learner can:   |
|--|--|
| 11. Be able to provide motivation and encouragement                        | 11.1 Use appropriate motivational strategies with clients during sessions<br>11.2 Use techniques to increase client motivation to adhere to lifestyle changes between sessions<br>11.3 Encourage clients to adhere to planned lifestyle behaviour changes                          |
| 12. Be able to monitor client progress and adapt the programme accordingly | 12.1 Keep accurate records of session performance to enable progress to be tracked over time<br>12.2 Adapt planned session content and record changes made in response to client progress and feedback<br>12.3 Keep accurate records of changes made to the programme and sessions |
| 13. Be able to review client progress and satisfaction                     | 13.1 Review client performance and satisfaction at the end of sessions<br>13.2 Request feedback on client satisfaction with the personal training programme and service<br>13.3 Request feedback on ways to improve own performance in delivering personal training sessions       |
| <b>Assessment</b>  | Case study<br>Worksheets<br>Modular summative observation<br>Summative observation   |

| Learning outcomes<br>The learner will:                                      | Assessment criteria<br>The learner can:   |
|---|---|
| 1. Understand the legal and professional requirements for personal training | 1.1 Summarise the Equality Act and relate it to personal training<br>1.2 Describe the scope of practice of a personal trainer<br>1.3 Explain the importance of professionalism for a personal trainer<br>1.4 Explain the standards expected of a personal trainer<br>1.5 Evaluate the consequences of employers, employees and self-employed persons not following the legal and professional requirements  |
| 2. Understand health and safety in the workplace                            | 2.1 Describe the responsibilities of an employer for health and safety in the workplace<br>2.2 Describe the responsibilities of an employee for health and safety in the workplace<br>2.3 Describe the responsibilities of the self-employed person for health and safety in the workplace<br>2.4 Explain the term 'duty of care' relating to the health and safety and welfare of: <ul style="list-style-type: none"> <li>• self</li> <li>• other staff or professionals</li> <li>• clients</li> <li>• special population groups</li> </ul> 2.5 Evaluate the consequences of employers, employees and self-employed persons not following the legal requirements |
| 3. Understand the requirements of a self-employed individual                | 3.1 Explain the requirements for the self-employed in the UK, to include: <ul style="list-style-type: none"> <li>• registration</li> <li>• keeping business records</li> <li>• completing a self-assessment tax return</li> <li>• paying income tax</li> <li>• business expenses</li> </ul> 3.2 Describe the insurance requirements for being a self-employed individual<br>3.3 Explain the demands of running a successful personal training business  |

| <b>Learning outcomes</b><br>The learner will:  | <b>Assessment criteria</b><br>The learner can:   |
|--|--|
| 4. Understand the legal and professional requirements for the management of personal information and records | 4.1 Summarise the Data Protection Act to explain the legal requirements for the collection, usage, storage and disposal of personal information and records<br>4.2 Explain the importance of accurate and confidential record keeping<br>4.3 Explain the importance of maintaining standards when collecting, recording and using data from and on information technology (IT) applications<br>4.4 Evaluate the consequences of employers, employees and self-employed persons not following the legal and professional requirements   |
| 5. Understand marketing techniques and tactics   | 5.1 Define the term 'marketing'<br>5.2 Explain the role of marketing a personal training business<br>5.3 Identify the factors that influence marketing decisions<br>5.4 Explain the components of a marketing mix<br>5.5 Evaluate the advantages and disadvantages of common marketing methods or techniques for a personal training business<br>5.6 Explain the purpose of a marketing plan/strategy for a personal training business<br>5.7 Evaluate different methods of market research<br>5.8 Explain how to conduct market research for a personal training business<br>5.9 Describe methods of analysing results/data from market research activities<br>5.10 Explain the importance of setting goals for marketing performance<br>5.11 Explain the importance of personal characteristics and interpersonal skills when marketing self and the personal training business<br>5.12 Identify ways to positively promote self and personal training business using a range of resources<br>5.13 Describe the potential damage of a negative digital profile |
| 6. Understand how to close a sale  | 6.1 Explain the importance of building rapport and gaining commitment from prospective clients prior to closing a sale<br>6.2 Explain the importance of taking action to close a sale<br>6.3 Describe ways to gain commitment and close sales  |

| <b>Learning outcomes</b><br>The learner will:   | <b>Assessment criteria</b><br>The learner can:  |
|---|---|
| 7. Understand how to set budgets and manage finances in a personal training business                                      | 7.1 Describe the purpose of an annual budget<br>7.2 Explain the purpose of income and expenditure budgeting<br>7.3 Explain how to forecast cash flow<br>7.4 Define gross profit<br>7.5 Define net profit<br>7.6 Give examples of typical business costs included in a budget<br>7.7 Explain the difference between direct and indirect costs<br>7.8 Describe the purpose of a balance sheet and profit and loss account<br>7.9 Describe the purpose of key performance indicators (KPIs)<br>7.10 Describe how additional services or products will benefit clients<br>7.11 Describe how clients' use of additional services or products will benefit a personal training business |
| 8. Understand how to monitor and interpret business data from a range of current information technology (IT) applications | 8.1 Describe the process of gathering business data using a range of current information technology (IT) applications<br>8.2 Identify methods of monitoring business data from a range of current information technology (IT) applications<br>8.3 Explain how to interpret gathered business data from a range of current information technology (IT) applications  |
| 9. Understand how information technology (IT) applications are used to support effective business planning and delivery   | 9.1 Identify current information technology (IT) applications that are used to support effective business planning and delivery<br>9.2 Identify ways information technology (IT) applications can be used to support effective business planning and delivery<br>9.3 Describe the risks and benefits of using information technology (IT) applications to support effective business planning and delivery<br>9.4 Evaluate technologies that support effective business planning and delivery   |

| <b>Learning outcomes</b><br>The learner will:  | <b>Assessment criteria</b><br>The learner can:  |
|--|---|
| 10. Understand the professional and personal importance of continuing professional development (CPD) | 10.1 Explain the benefits of reflection and continuing professional development (CPD)<br>10.2 Explain how to reflect on own work and highlight ways of improving skills, knowledge and practice<br>10.3 Describe how to work with others to evaluate own skills, knowledge and practice<br>10.4 Explain how to plan own continuing professional development<br>10.5 Outline the importance of being able to plan, organise and manage own time effectively<br>10.6 Explain how to access sources of information required to fulfil continuing professional development<br>10.7 Explain how being an effective communicator can enhance the development of professional opportunities, to include: <ul style="list-style-type: none"> <li>• verbal communication</li> <li>• written communication</li> </ul>   |
| 11. Be able to plan and strategise to develop a successful personal training business                | 11.1 Produce business objectives and key performance indicators (KPIs) to measure the success of a personal training business<br>11.2 Identify strategies to retain existing and gain new clients in a personal training business<br>11.3 Identify contingency plans to allow adaptation of strategies to ensure development and sustainability in line with key performance indicators<br>11.4 Plan regular review points to monitor and evaluate the personal training business in line with key performance indicators (KPIs) and business objectives<br>11.5 Evaluate own strengths, weaknesses, opportunities and threats in relation to starting and running a personal training business<br>11.6 Develop a personal action plan to address own strengths, weaknesses, opportunities and threats<br>11.7 Develop relevant marketing strategies to engage and attract prospective clients<br>11.8 Identify additional services or products that may interest clients<br>11.9 Identify opportunities for offering clients additional services or products |
| <b>Assessment</b>  | Assignment  |

## UK LEVEL 3 (European Qualification Framework EQF Level 4)

### Occupational Descriptor

#### Occupational Title

Fitness Instructor/Personal Trainer

#### Occupational Descriptor

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

#### Occupational Roles

The personal trainer should be involved in:

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

#### Occupational Competence

##### L3 Personal Trainers should:

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

\*Special population clients including:

- 14-16-year-old young people.
- Disabled people.
- Older people (50+).
- Pre and postnatal women.

3. Get advice from another appropriate professional if there are any objectives, physical activities or risks that fall outside their professional boundaries or that they do not feel competent to deal with and/or refer on to the appropriate person.

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

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

Provide prescriptive nutritional advice or develop bespoke individualised nutrition plans for clients.



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