



Qualification
Guidance

Active IQ Level 3 Extended Diploma in Personal Training

Qualification
Accreditation Number:
603/4113/0
Version AIQ005502

Active iQ

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Active IQ Level 3 Extended Diploma in Personal Training

Qualification accreditation number: 603/4113/0

Introduction

The Active IQ Level 3 Extended Diploma in Personal Training is at Level 3 on the Regulated Qualifications Framework (RQF).

Guided learning hours:	390	Total qualification time:	776
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Entry requirements:

- Some experience of gym-based exercises, including free weights, is highly recommended.
- The course requires physical exertion, and individual participation is essential; therefore, a degree of physical fitness is necessary.
- There is an element of communication (discussing, presenting, reading and writing) involved, and learners should have basic skills in communication pitched at Level 2.

Qualification outline

Target learners:

- Learners aged 16+.
- Learners wishing to pursue a career in the health and fitness sector as personal trainers.

Please note: 16–18-year-olds may need to be supervised in the workplace, once they have achieved the qualification.

Purpose

The aim of this qualification is to train learners to a professionally competent level, enabling them to prescribe, plan and deliver safe and effective exercise programmes developing their skills and knowledge to pursue a career in personal training. During the qualification learners will cover:

- Anatomy and physiology, functional kinesiology and concepts and components of fitness.
- Nutrition for exercise, health and fitness.
- Lifestyle and medical factors that affect well-being.
- Analysis of client information using the most accepted techniques.
- Assessment of a client's current health and fitness status.
- Planning and conducting of exercise and physical activity sessions, both one-to-one and with groups, within a range of environments and using multiple resources.
- Client consultations using the most accepted methods and providing strategies for successful behaviour change.
- Communication skills to effectively build successful relationships with their clients and other healthcare professionals.
- 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 their own performance.
- Nutrition for sport and exercise performance.

Progression

This qualification provides progression to:

- Active IQ Level 4 Certificate in Advanced Personal Training.
- Active IQ Level 3 Diploma in Exercise Referral.
- Active IQ Level 3 Award in Designing Prenatal and Postnatal Exercise Programmes.
- Active IQ Level 3 Award in Designing Exercise Programmes for Older Adults.
- Active IQ Level 3 Award in Designing Exercise Programmes for Disabled Clients.
- Active IQ Level 3 Diploma in Instructing Pilates Matwork.
- Active IQ Level 3 Diploma in Teaching Yoga.
- Level 4 Certificate in Strength and Conditioning.

Links to National Occupational Standards

There are links to:

- The Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) Learning and Development Requirements (LDR) for:
 - Gym instructing.
 - Personal training.
- National Occupational Standards for:
 - Instructing Exercise and Fitness.
 - Instructing Physical Activity and Exercise.

Occupational competence statements for tutoring, assessing and internally 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 the relevant industry experience.
- Demonstrate active involvement in a process of industry-relevant continuing professional development during the last two years (this may be discipline/context-specific or relevant to tutoring, assessing or quality assurance).

Tutors and assessors

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

The following are acceptable:

- Level 3 Award in Education and Training.
- Level 4 Certificate in Education and Training.
- Level 5 Diploma in Education and Training.
- Certificate in Education.

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.

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Qualification structure

Learners must complete the 12 mandatory units.

Mandatory units

Unit	Unit accreditation number	Level	
1	Principles of anatomy, physiology and fitness	A/616/7499	2
2	Professionalism and customer care for fitness instructors	K/616/7501	2
3	Health and safety in the fitness environment	M/616/7502	2
4	Conducting client consultations to support positive behaviour change	A/616/7504	2
5	Planning and instructing gym-based exercise	F/616/7505	2
6	Applied anatomy and physiology for exercise, health and fitness	F/615/4012	3
7	The principles of nutrition and their application to exercise and health	J/615/4013	3
8	Understanding lifestyle, health, well-being and common medical conditions	R/615/4015	3
9	Delivering client consultations and health and fitness assessments	L/617/3999	3
10	Personal training for individuals and groups in a range of environments	M/617/4000	3
11	Professionalism and business acumen for personal trainers	D/615/4020	3
12	Nutrition for sport and exercise performance	T/508/4367	3

Grading

Once all components have been achieved, a Pass is awarded.

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>1. Understand the skeletal system and the effects of exercise</p>	<p>1.1 Identify the structures of the skeletal system 1.2 State the functions of the skeleton 1.3 Name and locate the major bones 1.4 Name and locate different types of bone 1.5 Identify the structure of a long bone 1.6 Name the different types of joint 1.7 Identify different types of synovial joint 1.8 Describe the structures of a synovial joint 1.9 Recognise the joint actions possible at different joints 1.10 Describe optimum postural alignment 1.11 Describe postural deviations 1.12 Describe the immediate effects of exercise on the skeletal system 1.13 Describe the long-term effects of exercise on the skeletal system 1.14 Recognise changes to the skeletal system throughout a person's lifespan</p>
<p>2. Understand the neuromuscular system and the effects of exercise</p>	<p>2.1 Name and give examples of the different types of muscle tissue 2.2 Identify the basic structure of skeletal muscle 2.3 Identify the function of skeletal muscle 2.4 Name and locate the major anterior and posterior muscles 2.5 Describe the principles of how skeletal muscles work 2.6 Describe different types of muscle contraction 2.7 Name the joint actions brought about by specific muscles 2.8 Identify different types of muscle fibre 2.9 Recognise the structure of the nervous system 2.10 State the function of the nervous system 2.11 Describe the immediate effects of exercise on the neuromuscular system 2.12 Describe the long-term effects of exercise on the neuromuscular system 2.13 Recognise changes to the neuromuscular system throughout a person's lifespan</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
3. Understand the cardiovascular and respiratory systems and the effects of exercise	3.1 Describe the structure of the heart 3.2 Describe the function of the heart 3.3 Describe the structure and function of the blood and blood vessels 3.4 Describe the structure of the lungs 3.5 Describe the function of the lungs 3.6 Identify the main muscles involved in breathing 3.7 Describe the passage of air through the respiratory tract 3.8 Describe gaseous exchange in the lungs 3.9 Describe gaseous exchange in the muscles 3.10 Describe systemic and pulmonary circulation 3.11 Describe the immediate effects of exercise on the cardiovascular and respiratory systems 3.12 Describe the long-term effects of exercise on the cardiovascular and respiratory systems 3.13 Recognise changes to the cardiovascular and respiratory systems throughout a person's lifespan
4. Understand how energy is produced in the body and the effects of exercise on energy production	4.1 Recognise adenosine triphosphate as a molecule that is broken down to create energy for the body 4.2 Recognise how adenosine triphosphate is broken down to produce energy 4.3 Name the three main energy systems that resynthesise adenosine triphosphate 4.4 Recognise the role of the main nutrients in the production of energy/adenosine triphosphate 4.5 Describe how the three energy systems are used during aerobic and anaerobic exercise 4.6 Recognise the interaction of the energy systems during exercise 4.7 Recognise factors that influence the energy system used, to include: intensity, duration and individual fitness levels
5. Understand the structure and function of the digestive system	5.1 Describe the function of each section of the alimentary canal (mouth, oesophagus, stomach, small intestine, large intestine) 5.2 Describe how fats, proteins and carbohydrates are digested and absorbed, and the main enzymes involved 5.3 Explain the role of dietary fibre in the maintenance of gut function 5.4 Explain the role of the liver and pancreas in assisting digestion 5.5 Describe timescales for digestion 5.6 Explain the importance of fluid in digestion

Learning outcomes The learner will:	Assessment criteria The learner can:
6. Understand health and well-being	6.1 Define the components of health and well-being 6.2 Recognise factors that affect health and well-being, including the effects of lifestyle choices 6.3 Identify the role of activity and exercise in maintaining and managing health and well-being 6.4 Identify the frequency, intensity, time and type of activity required to maintain and improve health and well-being
7. Understand the components of fitness and the effects of exercise	7.1 Name and describe the components of physical fitness 7.2 Recognise the physiological effects of exercise on each component of fitness 7.3 Describe how to apply the principles of overload, reversibility and specificity to progress or regress each component of fitness 7.4 Recognise factors affecting physical fitness 7.5 Recognise exercise contraindications and safety considerations for special populations
Assessment	Theory paper

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand the legal and professional requirements for fitness instructing	1.1 Summarise the Equality Act and relate it to fitness instructing 1.2 Describe the scope of practice of a fitness instructor 1.3 Explain the insurance requirements when working as a fitness instructor 1.4 Explain the importance of having appropriate insurance when working as a fitness instructor
2. Understand how an instructor can help all types of customer to have a positive exercise experience	2.1 Compare the differing needs of fitness facility customers 2.2 Identify ways that a fitness facility can meet the needs of different customers 2.3 Identify ways that an instructor can help customers have a positive exercise experience 2.4 Identify ways that an instructor can build social support and inclusion within a fitness environment 2.5 Identify ways that an instructor can obtain feedback from customers to support continued exercise adherence
3. Understand the products and services offered by fitness instructors and facilities	3.1 Identify the main products and services offered by fitness instructors and facilities 3.2 Identify the ancillary and specialist products/services that may be offered by fitness facilities 3.3 Describe a range of membership options/contracts offered by fitness facilities 3.4 Describe a typical customer journey through a fitness facility 3.5 Explain the importance of customer retention for a fitness instructor and facility

Learning outcomes The learner will:	Assessment criteria The learner can:
4. Understand the skills and behaviours needed to deliver effective customer care	4.1 Describe the common characteristics of people/ individuals who provide excellent customer care 4.2 Describe the features of personal presentation that will make a positive impression on customers 4.3 Describe the attitude required when dealing with customers 4.4 Describe how to carry out routine customer care tasks in a way that shows consideration for customers 4.5 Explain the concept of professionalism 4.6 Explain the importance of effective teamwork for the delivery of excellent customer care 4.7 Describe the team-working skills required to deliver an excellent customer experience 4.8 Identify ways that an instructor can positively influence member retention 4.9 Identify ways that an instructor can build a rapport with customers 4.10 Explain the importance of the instructor making him/ herself available and approachable to users, for example: <ul style="list-style-type: none"> • walking around the gym floor • being available prior to a class
5. Understand the value of first impressions	5.1 Explain the importance of making a positive first impression on customers 5.2 Describe ways of creating a positive first impression when communicating with customers
6. Understand how to communicate clearly and effectively with customers	6.1 Identify different methods of communication, to include verbal and non-verbal methods 6.2 Identify positive body language 6.3 Identify negative body language 6.4 Give examples of when it is appropriate to take the initiative in approaching customers 6.5 Describe different methods of effective and efficient communication in a range of situations 6.6 Describe the communication approaches that will make a positive impression on customers 6.7 Explain why a consistent positive attitude and approach to customers is vital to an organisation
7. Understand how to be polite and approachable with customers	7.1 Outline appropriate ways to meet and greet customers politely and confidently 7.2 Explain why it is important to respond to customers within an appropriate timescale 7.3 Explain how to acknowledge customers, even when busy 7.4 Describe how to work in a way that demonstrates to customers enthusiasm and a willingness to help

Learning outcomes The learner will:	Assessment criteria The learner can:
8. Understand how to interact with customers in different situations	8.1 Identify the personal qualities required to deal with customer problems 8.2 Describe how to communicate with dissatisfied customers 8.3 Describe the skills required to deal with potentially volatile or unpleasant situations 8.4 Identify responses and actions that may make problems worse 8.5 Describe how to adapt his/her communication style, attitude and response to meet individual customer needs 8.6 Describe how to inform customers when promises cannot be kept as a result of unforeseen circumstances 8.7 Explain how and when to refer problems to a senior colleague 8.8 Explain how to use social media profiles as a fitness instructor 8.9 Describe the benefits and risks of using social media platforms for fitness instructors
9. Understand personal and professional development	9.1 Explain the importance of the planning and reviewing cycle within personal and continuing professional development 9.2 Define continuing professional development 9.3 Explain the benefits of continuing professional development (CPD) for self, clients and organisations 9.4 Explain how to reflect on his/her work and highlight ways of improving skills, knowledge and practice 9.5 Describe how to work with others to evaluate his/her skills, knowledge and practice 9.6 Explain how to plan his/her continuing professional development 9.7 Explain the contribution that a workplace's performance appraisal and development processes can make to his/her continuing professional development 9.8 Outline how to access the sources of information required to fulfil continuing professional development
10. Be able to make a good first impression on customers	10.1 Present him/herself to customers, including 'meeting and greeting' 10.2 Communicate efficiently and effectively with different types of customers 10.3 Demonstrate types of behaviour that make a positive impression on different types of customers 10.4 Approach and initiate a conversation with a customer who is not actively seeking his/her attention

Learning outcomes The learner will:	Assessment criteria The learner can:
11. Be able to show the right attitude for customer care	11.1 Recognise and respond when a customer wants or needs attention 11.2 Greet customers politely and positively 11.3 Speak to customers clearly and put them at ease 11.4 Recognise how customers are feeling 11.5 Establish a rapport with customers 11.6 Demonstrate a positive and enthusiastic attitude to customers at all times 11.7 Focus on his/her customers and ignore distractions 11.8 Show customers respect at all times and in all circumstances
Assessment	Worksheet Assignment Summative observation

Learning outcomes The learner will:	Assessment criteria The learner can:
1. Understand health and safety in the workplace	1.1 Outline the rights and responsibilities of the employer for health and safety in the workplace 1.2 Outline the rights and responsibilities of the employee for health and safety in the workplace 1.3 Explain the term 'duty of care' relating to the health and safety of self and others 1.4 Identify the key legal and regulatory requirements that are relevant to health and safety in the workplace 1.5 Describe what may happen if employers and employees do not follow legal requirements
2. Understand hazards and risks in a fitness environment	2.1 Describe the differences between a 'hazard' and a 'risk' 2.2 Identify the common hazards that may occur in the fitness environment 2.3 Identify the five steps of risk assessment 2.4 Describe how to deal with common hazards and manage risk in the fitness environment
3. Understand normal and emergency operating procedures in the workplace	3.1 State the importance of having written systems of work, to include: <ul style="list-style-type: none"> • normal operating procedures (NOPs) • emergency action plans (EAPs) • risk assessments 3.2 Describe the key areas that should be included in a normal operating procedure 3.3 Describe the key areas that should be included in an emergency action plan
4. Understand how to maintain a safe and effective fitness environment	4.1 Identify handover information that needs to be provided at the start and end of a shift, and how to record this information 4.2 Describe the appropriate checks required to maintain the safety of the gym environment and equipment 4.3 Identify how to supervise the gym environment to ensure member safety

Learning outcomes The learner will:	Assessment criteria The learner can:
5. Understand the cleaning requirements in fitness environments	5.1 Describe how a fitness facility maintains standards of cleanliness 5.2 List a range of cleaning substances used in a fitness environment 5.3 Identify the types of personal protective equipment that are necessary for cleaning operations in a fitness environment 5.4 Describe how to maintain the safety of customers and other staff when carrying out cleaning operations 5.5 Describe how to show courtesy and consideration to customers when carrying out cleaning operations, for example: <ul style="list-style-type: none"> • prioritising customers over cleaning duties • acknowledging customers as they pass through the cleaning area • temporarily moving cleaning equipment to ease a customer's travel through the area 5.6 Describe the procedures for the disposal of waste from cleaning operations 5.7 Explain the importance of the safe storage and maintenance of cleaning equipment 5.8 Describe how to deal with spillages, breakages and waste in a fitness environment
6. Understand safe working practices relating to the Control of Substances Hazardous to Health (COSHH) Regulations	6.1 Identify the types of substance commonly used in a fitness facility that would be covered by COSHH 6.2 List the problems caused by hazardous substances 6.3 Identify the requirements of employers and employees, as stated in the COSHH Regulations 6.4 List the types of information provided in COSHH assessments 6.5 Describe why COSHH assessments are important
Assessment	Worksheet Assignment

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>1. Know how to consult and support clients to change exercise behaviour</p>	<p>1.1 Identify the appropriate methods for screening and gathering information from clients and gaining their informed consent to exercise</p> <p>1.2 Recognise the risk-stratification models used to assess risk</p> <p>1.3 Describe the barriers to changing exercise behaviour</p> <p>1.4 Outline strategies for overcoming barriers and building client motivation</p> <p>1.5 Explain how to use communication and interview skills to support clients at different stages of changing exercise behaviour</p> <p>1.6 Recognise different approaches to supporting clients in changing their exercise behaviour, to include:</p> <ul style="list-style-type: none"> • motivational interviewing • a trans-theoretical model • rewards • cognitive reframing <p>1.7 Explain how SMART (specific, measurable, achievable, relevant/realistic and time-bound) goals can be used to support clients to change their exercise behaviour</p> <p>1.8 Differentiate between process and outcome goals for adherence</p> <p>1.9 Identify safe and realistic timeframes for the achievement of client physical goals</p> <p>1.10 Identify ways to monitor and review client progress</p> <p>1.11 Identify the appropriate methods for recording and storing client information</p> <p>1.12 Identify other professionals that can support the client when his/her needs go beyond the scope of practice. Recognise when to refer or signpost a client to other professionals</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
2. Understand the importance of a healthy lifestyle	2.1 Explain the health risks of being overweight or obese 2.2 Describe the current prevalence of obesity in the UK 2.3 Explain the risks of an unhealthy lifestyle 2.4 Explain the benefits of a healthy lifestyle 2.5 Identify the risks and benefits of exercise for the prevention and management of common health conditions 2.6 Identify sources of evidence-based, credible health and well-being information
3. Understand the importance of healthy eating	3.1 Describe the national food model/guide 3.2 Describe the key healthy eating advice that underpins a healthy diet 3.3 Explain the importance of adequate hydration 3.4 Explain the daily energy requirements for men and women 3.5 Explain the energy balance equation 3.6 Explain the dietary role of the key nutrients 3.7 Identify common dietary sources of the key nutrients 3.8 Explain the health risks of poor nutrition 3.9 Explain the benefits of a nutrient-rich diet 3.10 Identify sources of evidence-based, credible nutritional guidance
4. Understand how technology can be used to support exercise adherence	4.1 Identify technologies that can be used to support exercise adherence 4.2 Identify ways that technology can be used to motivate clients and help them achieve their goals
5. Know the established protocols for health screening and fitness assessment of gym-based clients	5.1 List the health-screening measurements that are relevant to gym-based clients 5.2 Describe the established protocols for health-screening measurements that are relevant to gym-based clients 5.3 Describe the established protocols for fitness assessments that are relevant to gym-based clients

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>6. Be able to consult/interview and support clients to change their exercise behaviour</p>	<p>6.1 Prepare a positive consultation environment that encourages open communication</p> <p>6.2 Use the appropriate methods, techniques and communication skills to greet the client, build a rapport and gather information</p> <p>6.3 Explain his/her role, the role of other professionals and the role of the client in changing his/her exercise behaviour</p> <p>6.4 Provide the appropriate advice and guidance in response to a health-screening questionnaire</p> <p>6.5 Identify when to signpost a client to other professionals</p> <p>6.6 Ask open questions to gather the relevant information from a client</p> <p>6.7 Use active listening skills to gather information from a client</p> <p>6.8 Check client readiness to exercise</p> <p>6.9 Identify client barriers to exercise</p> <p>6.10 Identify the appropriate strategies to address client barriers</p> <p>6.11 Identify client goals</p> <p>6.12 Write specific, measurable, achievable, realistic/relevant and time-bound (SMART) goals to address client needs, wants and motivators</p> <p>6.13 Identify the appropriate review points to monitor client progress</p> <p>6.14 Record client information appropriately and with regard to confidentiality</p> <p>6.15 Follow the established protocols to safely, effectively and accurately carry out client-relevant health-screening measurements</p>
<p>Assessment</p>	<p>Worksheet</p> <p>Assignment</p> <p>Modular summative observation</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>1. Know how to plan a safe and effective gym-based exercise session</p>	<p>1.1 Recognise a safe and effective session structure</p> <p>1.2 Identify safe and effective exercises/equipment for inclusion in a gym-based session</p> <p>1.3 Describe how to adapt and modify exercises and equipment to regress, progress and accommodate different client needs</p> <p>1.4 Explain the purpose of a warm-up and cool-down</p> <p>1.5 Describe the appropriate exercises for inclusion in a warm-up and cool-down</p> <p>1.6 Explain the purpose and benefits of cardiovascular exercise</p> <p>1.7 Explain the purpose and benefits of muscular fitness and resistance exercises</p> <p>1.8 Explain the purpose and benefits of flexibility exercises</p> <p>1.9 Describe the appropriate exercises to improve the different components of fitness</p> <p>1.10 Describe different methods for monitoring exercise intensity</p> <p>1.11 Recognise the signs and symptoms of over-exertion and the potential acute negative effects of exercise</p>
<p>2. Be able to plan a safe and effective gym-based exercise session</p>	<p>2.1 Prepare the equipment and environment for the session to ensure the safety of the client is maintained</p> <p>2.2 Select safe and effective exercises for all components of the session, which meet the client's needs, goals and ability</p> <p>2.3 Plan a safe and effective health-related, gym-based exercise programme to meet client needs and incorporate different components of fitness</p> <p>2.4 Plan adaptations and modifications to regress, progress and accommodate different client needs</p> <p>2.5 Record exercises using an appropriate format to assist client understanding</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>3. Be able to deliver a safe and effective gym-based exercise programme</p>	<p>3.1 Use the appropriate instructional methods, techniques and communication skills to support clients at different stages of changing their exercise behaviour</p> <p>3.2 Provide support and motivation to clients</p> <p>3.3 Verbally screen clients to check their readiness to participate</p> <p>3.4 Instruct a safe and effective warm-up</p> <p>3.5 Instruct a safe and effective cardiovascular component</p> <p>3.6 Instruct a safe and effective muscular fitness/resistance training component</p> <p>3.7 Instruct safe and effective functional training exercises</p> <p>3.8 Instruct a safe and effective cool-down and flexibility component</p> <p>3.9 Explain the appropriate health and safety considerations to clients</p> <p>3.10 Monitor exercise intensity</p> <p>3.11 Monitor exercise safety</p> <p>3.12 Observe a client's exercise technique and accurately identify ways to improve his/her performance</p> <p>3.13 Adapt or modify exercises, as appropriate, to accommodate client needs</p> <p>3.14 Respond accurately and appropriately to client questions</p>
<p>4. Be able to encourage clients to increase physical activity and exercise adherence</p>	<p>4.1 Identify appropriate review points to monitor client progress</p> <p>4.2 Agree how goal achievement will be measured at the time of review and how the results will be meaningful to the client</p> <p>4.3 Signpost clients to other activities that they may enjoy or find interesting</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
5. Be able to deliver a safe and effective gym-based induction to individuals and groups	5.1 Describe how inductions benefit the safe and effective use of a gym-based exercise environment 5.2 Demonstrate the appropriate communication skills when working with groups 5.3 Verbally screen groups of clients to check their readiness to participate 5.4 Introduce clients to the appropriate warm-up exercises 5.5 Introduce a range of functional exercises using an instructing method appropriate to the exercise and clients 5.6 Introduce a range of cardiovascular machines using an instructing method appropriate to the exercise and clients 5.7 Introduce a range of fixed-resistance machines using an instructing method appropriate to the exercise and clients 5.8 Introduce clients to a range of free-weight exercises using an instructing method appropriate to the exercise and clients 5.9 Demonstrate safe lifting, passing and spotting of weights. 5.10 Introduce clients to a range of body-weight exercises using an instructing method appropriate to the exercise and client 5.11 Introduce clients to appropriate cool-down exercises 5.12 Manage groups of clients using appropriate instructing and supervision 5.13 Observe client's exercise technique and accurately identify ways to improve his/her performance 5.14 Explain modifications and adaptations to progress and regress specific exercises 5.15 Explain the appropriate health and safety considerations and gym etiquette 5.16 Explain to clients how to monitor their own exercise intensity 5.17 Explain the relevant health-related benefits of exercise to clients 5.18 Check that clients understand how to continue their programme without direct supervision

Learning outcomes The learner will:	Assessment criteria The learner can:
6. Be able to evaluate own practice	6.1 Gather feedback from clients in order to review and evaluate own practice 6.2 Evaluate the safety and effectiveness of session structure, selected exercises and equipment for meeting client needs 6.3 Evaluate the effectiveness of own instructional and communication skills for meeting client needs 6.4 Identify ways to improve own instructional skills and communication 6.5 Identify ways to improve session content to continue to meet client needs
Assessment	Session plan Summative observation Modular summative observation Self-evaluation

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

Learning outcomes The learner will:	Assessment criteria 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 3.2 Describe the stages of the sliding filament theory 3.3 Describe the effects of exercise intensity and duration on muscle fibre recruitment and adaptation by the different muscle fibre types 3.4 Name the locations of the attachment sites for the major muscles of the body 3.5 Explain the isolated muscle actions responsible for producing specific body movements 3.6 Explain the roles of muscles in integrated movements of the body compared to their isolated muscle actions 3.7 Identify causative factors, symptoms and recovery strategies for delayed onset muscle soreness (DOMS) 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"> • central nervous system • peripheral nervous system • somatic branch of the peripheral nervous system • autonomic branch of the peripheral nervous system 4.2 Describe the structure and function of a neuron 4.3 Describe the structure and function of a motor unit 4.4 State the 'all or nothing' law of muscle contraction and the size principle of motor unit recruitment 4.5 Explain the stages in the process of the stretch reflex and inverse stretch reflex 4.6 Describe the structure and function of muscle spindles 4.7 Describe the structure and function of golgi tendon organs 4.8 Explain the definition and function of autogenic inhibition 4.9 Explain the definition and function of reciprocal inhibition 4.10 Explain the neuromuscular adaptations associated with different types of exercise and the benefits of these for performance

Learning outcomes The learner will:	Assessment criteria 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 5.2 Recognise the location, structure and functions of the endocrine glands of the body 5.3 Describe the main functions of hormones in the body, to include: <ul style="list-style-type: none"> • growth hormone • thyroid hormones • corticosteroids • catecholamines • insulin • glucagon 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 6.2 Explain the processes by which adenosine triphosphate (ATP) is re-synthesised in each energy system 6.3 Explain the relative contribution of each energy system to total energy expended in activities with different characteristics, to include: <ul style="list-style-type: none"> • intensity • duration • type
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 7.2 Describe the location and functions of each of the digestive organs 7.3 Explain the role of the digestive system in maintaining health 7.4 Explain the implications of different dietary practices for the digestive system 7.5 Explain the importance of physical activity for digestive system health
Assessment	Theory paper Modular summative observation

Learning outcomes The learner will:	Assessment criteria 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"> • national food guides • professional dietetic bodies • independent scientific bodies 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"> • health • diet • wellness/wellbeing • healthy eating • balanced diet • nutrition • nutrient • macronutrient • micronutrient • phytonutrient
3. Know the nutrients required to maintain health	3.1 Describe the macronutrients and their functions 3.2 Evaluate good dietary sources of each macronutrient 3.3 Recognise the transport, storage and metabolised forms of each macronutrient 3.4 Explain the glycaemic index rating system for foods containing carbohydrates and its importance for human health 3.5 Identify key micronutrients and their functions 3.6 Identify good dietary sources of key micronutrients 3.7 Evaluate the importance of phytonutrients to human health 3.8 Describe the functions of water in the body

Learning outcomes The learner will:	Assessment criteria 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 4.2 Recognise how training may affect an individual's nutritional requirements 4.3 Describe the nutrients used for generating energy 4.4 Analyse the relative contribution of each nutrient to total energy expenditure in activity of different intensities 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"> • 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) 5.2 Describe safe and effective guidelines for the rate of fat loss achievable through diet modification and exercise 5.3 Critically compare guidelines for the rate of muscle gain achievable through diet modification and exercise to analyse safety and effectiveness 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"> • pre-event nutrition, e.g. carbohydrate loading, fat loading • nutrition during the event • post-event nutrition
6. Know the risks of poor nutritional and lifestyle practices	6.1 Describe the signs, symptoms and risks of dehydration 6.2 Analyse the risks of diets that severely restrict energy intake 6.3 Analyse the risks of diets that contain high intakes of processed food products and few real foods 6.4 Evaluate the role of alcohol as a non-nutrient dietary source of energy 6.5 Evaluate the effects of caffeine on the body

Learning outcomes The learner will:	Assessment criteria 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 7.2 List the sources of food which are important for pre and postnatal clients 7.3 List the foods which should be avoided during pregnancy and the reasons for these 7.4 Explain the importance of a balanced diet for older adults 7.5 List the sources of food which are important for older adults 7.6 Explain the relevant nutritional guidelines for specified medical conditions, to include: <ul style="list-style-type: none"> • hypertension • obesity • cardiac pulmonary disease • diabetes • stress 7.7 Recognise the professional boundaries for a personal trainer with regard to providing nutritional information and advice 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"> • fat loss • muscle gain • preparing for an endurance event • preparing for a strength and power event 8.2 Use appropriate methods to analyse a client's nutritional information 8.3 Analyse a client's collected nutritional data to identify areas of improvement in line with current nutritional guidelines 8.4 Analyse a client's collected data to identify areas of improvement in line with their nutritional goals
Assessment	Theory paper Case study Worksheet

Learning outcomes The learner will:	Assessment criteria 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 1.2 Describe the lifestyle factors that can affect an individual's health and wellbeing, to include: <ul style="list-style-type: none"> • dietary intake • stress • fatigue • alcohol • levels of physical activity 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"> • hypertension • obesity • cardiorespiratory disease • diabetes • stress 2.2 Identify the progression of specified medical conditions 2.3 Identify the risk factors of specified medical conditions 2.4 Describe the clinical signs and symptoms of specified medical conditions 2.5 Describe the risks and benefits of exercise for specific medical conditions, to include <ul style="list-style-type: none"> • exercise guidelines, restrictions and contraindications • nutritional guidelines 2.6 Describe how specified medical conditions may impact a client's lifestyle, for example: <ul style="list-style-type: none"> • dietary modifications • exercise contraindications • ability to partake in physical activity 2.7 Describe considerations for exercise when dealing with comorbidities

Learning outcomes The learner will:	Assessment criteria 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 3.2 Describe how different conditions and pathophysiology are risk stratified, including contraindications for exercise 3.3 Recognise when clients need to be signposted to other professionals 3.4 Identify the reasons a client should be signposted to a medical or healthcare professional 3.5 Explain how signposting a client to other services can support lifestyle behaviour change 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 3.7 Recognise the professional boundaries for a personal trainer with regard to providing nutritional information and advice 3.8 Recognise when to refer or signpost a client to a professional qualified to deal with specific nutritional and dietary requirements
Assessment	Assignments Worksheet Modular summative observation

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

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>3. Understand techniques used to support clients making lifestyle behaviour changes</p>	<p>3.1 Identify techniques that can be used to determine a client's level of readiness to make a lifestyle change</p> <p>3.2 Describe how techniques can be used to determine a client's level of readiness to make a lifestyle change</p> <p>3.3 Explain how a process of goal-setting, monitoring, reviewing and evaluating can be used to support clients when making lifestyle behaviour changes</p> <p>3.4 Explain how social support will influence the success of a client when attempting to make a lifestyle behaviour change</p> <p>3.5 Explain how providing client education can support lifestyle behaviour changes</p> <p>3.6 Explain how signposting a client to other services can support lifestyle behaviour changes</p> <p>3.7 Identify techniques that can be used to help a client change their lifestyle behaviour</p> <p>3.8 Describe techniques that can be used to help a client change their lifestyle behaviour</p>
<p>4. Understand how to create a positive environment that motivates and empowers clients to meet their desired goals</p>	<p>4.1 Explain how to create a positive environment that motivates and empowers clients to achieve their desired goals</p> <p>4.2 Explain how the environment can have an effect on adherence to a behaviour change programme</p> <p>4.3 Describe the environmental factors that can have a positive effect on adherence and achievement of goals</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>5. Know how to assess clients' health and fitness</p>	<p>5.1 Explain when it may be appropriate to carry out passive assessments on a client, to include:</p> <ul style="list-style-type: none"> • Resting heart rate • Resting blood pressure • Anthropometric measurements, including: <ul style="list-style-type: none"> • Height and weight (BMI) • Hip and waist • Other girth measurements, for example, chest, arms, thighs, calves • Body composition <p>5.2 Explain when it may be appropriate to carry out active assessments on a client, to include:</p> <ul style="list-style-type: none"> • Cardiovascular fitness tests • Muscular endurance tests • Muscular strength tests • Motor skills tests • Flexibility tests <p>5.3 Analyse the strengths and limitations of the assessments identified in 5.1 and 5.2 in relation to VARTEC:</p> <ul style="list-style-type: none"> • Validity • Accuracy • Reliability • Time • Equipment • Cost <p>5.4 Describe established protocols for the assessments identified in 5.1 and 5.2</p> <p>5.5 Explain how the findings of health and fitness assessments could affect a client's health and/or exercise performance</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>6. Know how to assess a client's static and dynamic posture using established protocols</p>	<p>6.1 Explain when it may be appropriate to carry out static and dynamic posture assessments on clients</p> <p>6.2 Analyse the strengths and limitations of static and dynamic posture assessments in relation to VARTEC:</p> <ul style="list-style-type: none"> • Validity • Accuracy • Reliability • Time • Equipment • Cost <p>6.3 Describe how to carry out a static posture assessment</p> <p>6.4 Describe how to carry out an overhead squat assessment</p> <p>6.5 Recognise what to look for when carrying out a static posture assessment</p> <p>6.6 Recognise what to look for when carrying out an overhead squat assessment</p> <p>6.7 Explain how the findings of static and dynamic posture assessments could affect a client's health and/or exercise performance</p> <p>6.8 Recognise that postural imperfections and irregular movement patterns do not always require correcting, and explain the reasons why</p>
<p>7. Understand how technological advancements can help clients increase their activity levels and stay motivated and focused</p>	<p>7.1 Describe major technological developments in health, fitness and exercise</p> <p>7.2 Describe how information technology (IT) applications are used to support, enhance and manage health and fitness assessments</p> <p>7.3 Describe how data can be used to inform the implementation of specific client exercise programmes</p> <p>7.4 Explain how current technology can help clients to increase their activity levels, for example:</p> <ul style="list-style-type: none"> • Pedometers • Heart rate monitors • Mobile phone applications • Wearable technologies <p>7.5 Explain how current technology can help clients stay motivated and focussed to help them achieve their goals</p> <p>7.6 Describe ways that health, fitness and exercise professionals can engage with their clients, using current technology, to facilitate increased motivation and goal achievement</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>8. Understand how to monitor and interpret client data from a range of current information technology (IT) applications</p>	<p>8.1 Describe how information technology (IT) applications are used to support, enhance and manage the analysis of collected assessment data</p> <p>8.2 Describe the process of gathering client data using a range of current information technology (IT) applications</p> <p>8.3 Identify methods of monitoring client data from a range of current information technology (IT) applications</p> <p>8.4 Explain how to interpret gathered client data from a range of current information technology (IT) applications</p>
<p>9. Be able to establish a rapport and engage clients in conversation about their health and fitness</p>	<p>9.1 Initiate conversation with a client and conduct an appropriate self-introduction</p> <p>9.2 Demonstrate effective consultation/helping skills</p> <p>9.3 Communicate with clients using a range of appropriate techniques</p> <p>9.4 Communicate in a way that encourages and motivates clients</p> <p>9.5 Ask open-ended questions that encourage the client to speak at length</p> <p>9.6 Use active listening to create a rapport with the client</p> <p>9.7 Use appropriate non-verbal communication to develop a rapport with the client</p> <p>9.8 Use simple and complex reflective statements to progress conversation</p> <p>9.9 Focus conversation on topics that are relevant to the client's specific health and fitness aims</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
10. Be able to collect meaningful information about clients	10.1 Describe the pre-test guidelines that clients should follow to ensure a fair, accurate and comparable assessment 10.2 Use a validated health-screening questionnaire to screen a client for medical conditions 10.3 Explain the process for signposting a client to a medical or healthcare professional if necessary 10.4 Implement a process of informed consent prior to collecting personal details from a client 10.5 Collect meaningful personal, physical activity, nutritional and lifestyle information from clients 10.6 Record the content of verbal discussions accurately 10.7 Use established protocols to safely and effectively carry out a range of assessments on a client, to include: <ul style="list-style-type: none"> • Passive assessments • Active assessments • Static posture assessments • Overhead squat assessments 10.8 Use collected data to perform calculations and risk stratification 10.9 Interpret information collected during health screening and fitness assessment to identify strategies that will support the client in improving their health and/or exercise performance
11. Be able to assess clients' readiness to change behaviour	11.1 Help the client to identify specific lifestyle behaviours that they have reason to change in order to achieve their health and fitness aims 11.2 Determine a client's level of readiness to change a specified lifestyle behaviour 11.3 Help clients to identify their personal barriers to making lifestyle changes 11.4 Use techniques to help clients identify ways of overcoming barriers to lifestyle change

Learning outcomes The learner will:	Assessment criteria The learner can:
12. Be able to facilitate goal-setting and action planning	12.1 Determine whether a client is ready to set physical activity and lifestyle goals 12.2 Explain the process of goal-setting and action planning to the client 12.3 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 12.4 Advise a client on realistic and safe time frames for physiological adaptation 12.5 Highlight the importance of changing complementary lifestyle behaviours relevant to the client's goals 12.6 Raise the client's awareness of the need to change a specified lifestyle behaviour in relation to a stated goal 12.7 Help the client to identify the discrepancies between their current lifestyle behaviours and the behaviours required in order to achieve their stated goals
13. Be able to provide relevant information to clients	13.1 Determine what information is relevant to the client 13.2 Provide credible information to the client 13.3 Signpost clients to relevant products and services that may increase their capability or opportunity to make lifestyle behaviour changes 13.4 Explain the benefits of making healthy lifestyle behaviour changes to clients 13.5 Reinforce the benefits of positive lifestyle behaviour changes that the client expresses an interest in making 13.6 Explain how to include everyday physical activities as part of a client's lifestyle to complement exercise sessions
14. Be able to close sessions in a way that encourages ongoing client motivation and goal achievement	14.1 Schedule programme reviews with clients 14.2 Explain how repeating assessment measurements using consistent protocols enables progress to be determined 14.3 Explain the expected changes in measurements and assessments to clients 14.4 Explain the benefits of reviewing client progress against planned targets at agreed intervals 14.5 Agree a communication and support strategy between personal training sessions
15. Be able to use information technology (IT) applications in line with legislation and professional standards	15.1 Use appropriate information technology (IT) applications to manage the effectiveness of a client's exercise programme 15.2 Collect, record and analyse data, adhering to legal, ethical and professional standards

Learning outcomes The learner will:	Assessment criteria The learner can:
16. Be able to evaluate and adapt own communication styles	16.1 Interpret and evaluate own communication styles 16.2 Collect feedback from clients relating to own communication styles 16.3 Identify ways to adapt own communication styles for a range of client types
Assessment	Assignment Worksheets Modular summative observations

Learning outcomes The learner will:	Assessment criteria 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"> • Muscular endurance techniques • Hypertrophy/strength techniques • Cardiovascular techniques • Functional techniques • Flexibility techniques <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"> • Health-related clients • General fitness clients • Fitness or sporting clients working towards an event • Hypertrophy or strength-related clients

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>3. Know how to safely and effectively integrate the use of alternative environments into personal training sessions</p>	<p>3.1 Describe the types of alternative environments that can be used for fitness training, to include:</p> <ul style="list-style-type: none"> • Outdoor environments • Indoor environments <p>3.2 Explain the benefits and disadvantages of each training location</p> <p>3.3 Identify the legal and regulatory requirements for health and safety specific to outdoor fitness training</p> <p>3.4 Identify possible hazards and risks in outdoor fitness training environments</p> <p>3.5 Describe how to manage identified risks in outdoor fitness training environments</p> <p>3.6 Describe how training systems can be used when designing an outdoor fitness programme</p> <p>3.7 Identify a range of exercises suitable for outdoor fitness training</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>4. Be able to plan safe and effective exercise sessions in alternative environments</p>	<p>4.1 Manage the health and safety of the chosen training environment</p> <p>4.2 Plan exercise sessions in alternative environments using a safe and effective session structure to meet the client's needs and goals, to include:</p> <ul style="list-style-type: none"> • Warm-up • Main workout • Cool-down <p>4.3 Select safe and effective exercises/equipment for inclusion in exercise sessions in alternative environments that are appropriate to the client's needs, for example:</p> <ul style="list-style-type: none"> • Medicine balls • Kettlebells • Suspension equipment • Resistance bands • Resistance tubes • Hand weights • Weighted bags • SAQ ladders • Ropes <p>4.4 Plan exercises that make effective use of the exercise environment, for example:</p> <ul style="list-style-type: none"> • Trees • Steps/stairs • Benches • Fences/gates • Hills • Park equipment • Lamp posts <p>4.5 Plan adaptations and modifications to regress, progress and accommodate different client needs</p> <p>4.6 Record the session plan using an appropriate format</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>5. Be able to deliver safe and effective exercise sessions in alternative environments</p>	<p>5.1 Use appropriate techniques and communication skills to:</p> <ul style="list-style-type: none"> • Greet clients • Build a rapport • Gather information and check readiness to exercise <p>5.2 Provide appropriate advice and guidance in response to information gathered, to include:</p> <ul style="list-style-type: none"> • When to signpost to a medical professional • When to defer, and • When to allow participation <p>5.3 Explain the appropriate health and safety considerations to clients</p> <p>5.4 Use appropriate instructional and coaching methods to support clients' performance</p> <p>5.5 Instruct a safe and effective warm-up</p> <p>5.6 Instruct a safe and effective main workout</p> <p>5.7 Instruct a safe and effective cool-down component</p> <p>5.8 Monitor exercise intensity</p> <p>5.9 Monitor exercise safety</p> <p>5.10 Adapt or modify exercises, as appropriate, to accommodate clients' needs and the environment</p> <p>5.11 Respond accurately/appropriately to clients' questions</p> <p>5.12 Use motivation techniques that are appropriate to the component and clients' needs</p> <p>5.13 Use appropriate language and tone that is clear, encouraging and supports clients' goals</p>
<p>6. Know a range of group personal training options available to clients</p>	<p>6.1 Describe a range of group personal training methods, to include:</p> <ul style="list-style-type: none"> • Gym floor classes/'fast classes' • Private-group personal training • Group training in alternative environments • Special population classes, for example: <ul style="list-style-type: none"> • Older adults • Pre and postnatal <p>6.2 Explain the benefits and challenges of delivering group personal training sessions</p> <p>6.3 Explain how to match client needs to specific group personal training sessions</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
7. Know how to plan safe and effective group personal training sessions	<p>7.1 Identify the health and safety considerations when planning group personal training sessions</p> <p>7.2 Outline a safe and effective session structure, to include:</p> <ul style="list-style-type: none"> • Warm-up • Main workout • Cool-down <p>7.3 Identify safe and effective exercises/equipment for inclusion in group personal training sessions</p> <p>7.4 Describe how to adapt and modify exercises and equipment to regress, progress and accommodate different clients' needs</p> <p>7.5 Describe how the main workout can be planned to meet the needs of different clients, for example:</p> <ul style="list-style-type: none"> • Fitness level/experience (beginner/intermediate/advanced) • Goals (general fitness/weight loss/muscular fitness/cardiovascular fitness/motor fitness) • Time available <p>7.6 Describe how to incorporate the use of a partner or group in personal training sessions</p>
8. Be able to deliver safe and effective small-group personal training sessions	<p>8.1 Use appropriate techniques and communication skills to:</p> <ul style="list-style-type: none"> • Greet clients • Build a rapport • Gather information and check readiness to exercise <p>8.2 Provide appropriate advice and guidance in response to information gathered, to include:</p> <ul style="list-style-type: none"> • When to signpost to a medical professional • When to defer, and • When to allow participation <p>8.3 Explain the appropriate health and safety considerations to clients</p> <p>8.4 Use appropriate instructional and coaching methods to support clients' performance</p> <p>8.5 Deliver a safe and effective warm-up</p> <p>8.6 Deliver a safe and effective main workout</p> <p>8.7 Deliver a safe and effective cool-down component</p> <p>8.8 Monitor exercise intensity</p> <p>8.9 Monitor exercise safety</p> <p>8.10 Adapt or modify exercises, as appropriate, to accommodate clients' needs</p> <p>8.11 Respond accurately/appropriately to clients' questions</p> <p>8.12 Use motivation techniques that are appropriate to the component and clients' needs</p> <p>8.13 Use appropriate language and tone that are clear, encouraging and support clients' goals</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
9. Understand the scope and professional boundaries of personal training for pre and postnatal women	9.1 Explain the value of physical activity for pre and postnatal clients 9.2 Describe exercise contraindications and safety considerations for pre and postnatal women 9.3 Describe appropriate types of activity for a pre or postnatal client 9.4 Identify any specific risks for a pre or postnatal client when participating in physical activity 9.5 Describe ways to manage the identified risks
10. Understand the scope and professional boundaries of personal training for older adults	10.1 Explain the value of physical activity for the older person 10.2 Outline medical conditions commonly associated with old age 10.3 Describe exercise contraindications and safety considerations for older adults 10.4 Describe a range of safe and effective exercises/physical activities suitable for older adults 10.5 Identify any specific risks for the older adult 10.6 Describe ways to manage the identified risks
11. Be able to design safe and effective personal training programmes and session plans	11.1 Design exercise programmes that align with credible evidence-based guidelines for frequency, intensity, time and type 11.2 Design exercise programmes that take into account individual clients' needs and preferences 11.3 Design programmes that include exercises that are specific to client goals 11.4 Design programmes that include training techniques that are specific to clients' aims and appropriate for their ability level 11.5 Select exercise environments that align with client preferences and enable exercise to be performed safely 11.6 Design sessions and programmes that follow established guidelines for preparation and recovery to minimise injury risk and optimise adaptation and performance 11.7 Design progressive exercise programmes that apply the principles of periodisation
12. Be able to provide a session introduction that prepares the client for exercise	12.1 Assess client readiness to participate in the planned session 12.2 Explain the content and structure of the planned session in relation to the client's goals and ability 12.3 Encourage client questions and feedback to enable modification of the planned session 12.4 Outline health and safety information specific to the planned activities and session environment

Learning outcomes The learner will:	Assessment criteria The learner can:
13. Be able to instruct safe and effective exercise technique	13.1 Instruct the client to perform exercises with correct technique and postural alignment 13.2 Use appropriate verbal, visual and kinaesthetic cues to correct client exercise technique and improve movement quality 13.3 Positively reinforce correct exercise performance to build self-efficacy 13.4 Observe movement accurately and identify valid strategies to improve the client's exercise technique 13.5 Provide modifications of exercise technique to enable safe and effective execution of the movement, as required
14. Be able to monitor a client during exercise sessions	14.1 Monitor exercise performance, intensity and client feedback 14.2 Adapt the level of exercise complexity and intensity in response to monitoring observations 14.3 Monitor the exercise environment to ensure client safety and comfort
15. Be able to provide motivation and encouragement	15.1 Use appropriate motivational strategies with clients during sessions 15.2 Use techniques to increase client motivation to adhere to lifestyle changes between sessions 15.3 Encourage clients to adhere to planned lifestyle behaviour changes
16. Be able to monitor client progress and adapt the programme accordingly	16.1 Keep accurate records of session performance to enable progress to be tracked over time 16.2 Adapt planned session content and record changes made in response to client progress and feedback 16.3 Keep accurate records of changes made to the programme and sessions
17. Be able to review client progress and satisfaction	17.1 Review client performance and satisfaction at the end of sessions 17.2 Request feedback on client satisfaction with the personal training programme and service 17.3 Request feedback on ways to improve own performance in delivering personal training sessions
Assessment	Case study Worksheets Modular summative observations Summative observation

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

Learning outcomes The learner will:	Assessment criteria 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 4.2 Explain the importance of accurate and confidential record keeping 4.3 Explain the importance of maintaining standards when collecting, recording and using data from and on information technology (IT) applications 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' 5.2 Explain the role of marketing a personal training business 5.3 Identify the factors that influence marketing decisions 5.4 Explain the components of a marketing mix 5.5 Evaluate the advantages and disadvantages of common marketing methods or techniques for a personal training business 5.6 Explain the purpose of a marketing plan/strategy for a personal training business 5.7 Evaluate different methods of market research 5.8 Explain how to conduct market research for a personal training business 5.9 Describe methods of analysing results/data from market research activities 5.10 Explain the importance of setting goals for marketing performance 5.11 Explain the importance of personal characteristics and interpersonal skills when marketing self and the personal training business 5.12 Identify ways to positively promote self and personal training business using a range of resources 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 6.2 Explain the importance of taking action to close a sale 6.3 Describe ways to gain commitment and close sales

Learning outcomes The learner will:	Assessment criteria 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 7.2 Explain the purpose of income and expenditure budgeting 7.3 Explain how to forecast cash flow 7.4 Define gross profit 7.5 Define net profit 7.6 Give examples of typical business costs included in a budget 7.7 Explain the difference between direct and indirect costs 7.8 Describe the purpose of a balance sheet and profit and loss account 7.9 Describe the purpose of key performance indicators (KPIs) 7.10 Describe how additional services or products will benefit clients 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 8.2 Identify methods of monitoring business data from a range of current information technology (IT) applications 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 9.2 Identify ways information technology (IT) applications can be used to support effective business planning and delivery 9.3 Describe the risks and benefits of using information technology (IT) applications to support effective business planning and delivery 9.4 Evaluate technologies that support effective business planning and delivery

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

Learning outcomes The learner will:	Assessment criteria The learner can:
<p>1. Understand the need for a healthy, balanced diet to optimise sports performance</p>	<p>1.1 Describe the rationale for having a healthy, balanced diet as the cornerstone of a sports nutrition programme</p> <p>1.2 Identify the functions of macronutrients, micronutrients and water in relation to sport/exercise performance and recovery</p> <p>1.3 Recognise how sport/exercise training may affect an individual's nutritional requirements</p>
<p>2. Understand how to access credible information about sports and performance nutrition</p>	<p>2.1 Access credible scientific information about sports and performance nutrition</p> <p>2.2 Identify recognised sports nutrition guidelines from credible organisations, for example:</p> <ul style="list-style-type: none"> • the International Olympic Committee • the British Association of Sports and Exercise Sciences • the Australian Institute of Sport <p>2.3 Describe how scientific findings can be presented to exaggerate the purported benefits of sports nutrition products</p>
<p>3. Understand the benefits and risks of specific nutritional protocols that may be used to prepare for sports or fitness events</p>	<p>3.1 Explain protocols for tailoring nutrition and training to optimise performance in endurance events, for example:</p> <ul style="list-style-type: none"> • carbohydrate loading • fat loading • tapering <p>3.2 Explain protocols for tailoring nutrition and training to optimise performance in strength and power events, for example:</p> <ul style="list-style-type: none"> • matching nutrition to training phase • optimising strength/power to weight ratio • post-event recovery for multiple event sports <p>3.3 Explain the health risks and performance implications of protocols that involve extremely low calorie diets and dehydration prior to bodybuilding or physique events</p>

Learning outcomes The learner will:	Assessment criteria The learner can:
4. Understand the current scientific evidence relating to the safety and efficacy of common, legally available supplements and ergogenic aids	4.1 Identify a range of commonly and legally available supplements and ergogenic aids 4.2 Recognise the scientific rationale or mechanism of action for the identified supplements and ergogenic aids 4.3 Describe a range of supplements and ergogenic aids which are classified as safe and effective based on current scientific evidence, to include: <ul style="list-style-type: none"> • vitamin and mineral supplements • carbohydrate supplements • protein supplements • creatine supplements • caffeine • nitrate supplementation
Assessment	Worksheet

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