

Pearson BTEC

Level 3 Technical Occupational Entry for

Personal Trainer (Diploma)

Specification

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Pearson BTEC Level 3 Technical Occupational Entry for Personal Trainer (Diploma)

Specification

BTEC Technical Occupational Entry Qualification First registration August 2025 Issue 2

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This specification is Issue 2. Key changes are summarised on the next page. We will inform centres of any changes to this issue. The latest issue can be found on our website.

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Welcome

With a track record built over 30 years of student success, BTEC qualifications are widely recognised and respected. They provide progression to the workplace either directly or via study at higher levels. Recent data has shown that 1 in 5 adults of working age in the UK has a BTEC qualification.

Why choose BTEC Level 3 Technical Qualifications?

BTEC Technical Qualifications enable students to develop a purposeful and coherent combination of knowledge, skills and behaviours to confidently enter or progress into employment in occupations that are recognised and demanded by employers.

The qualification, which is based on the occupational standards published by the Institute for Apprenticeships and Technical Education (IfATE), embody a fundamentally student-centred approach to the curriculum, with a flexible, unit-based structure and an approach to learning and assessment that:

- provides students with meaningful and occupationally relevant learning experiences
- engages and motivates students to achieve as assessments can be focused on individual student needs and can be achieved as they progress through the qualifications
- promotes self-directed learning through the clarity and transparency of the standards to be achieved
- makes the qualifications accessible to a wider range of students, including part-time and adult students.

In developing these qualifications, we have collaborated with employers to ensure that the qualifications meet the current and emerging needs of industry. We have also worked with colleges and training providers to ensure that the qualifications meet their needs and those of their students.

We are providing a range of support to ensure that students and their teachers have the best possible experience during their course. Further information is provided on the qualification pages of our website.

A word to students

This qualification will require commitment and hard work. You will have to complete the learning for the required range of units, be organised and complete your assessments, which may include practical work-based activities, projects and vocational assignments. But you can feel proud to achieve a BTEC Technical Occupational Entry qualification as you can be confident in your readiness to advance your career in your chosen occupation.

Good luck, and we hope you enjoy your course.

Summary of changes to Pearson BTEC Level 2 Technical Occupational Entry for Personal Trainer (Diploma) specification

Summary of changes made between the previous issue and this current issue	Page number
Updated wording to provide clarity concerning authorised assignment briefs.	9
Addition of signposting to Appendix 2.	10, 118, 140
Pass assessment guidance added for Unit 4, Learning aim C.	79
Addition of Internal Staffing and Approvals Requirements (Appendix 2).	204

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

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1 Introducing the qualification

What are Level 3 Technical Qualifications?

Level 3 Technical Occupational Entry qualifications are qualifications that are at Level 3 on the Regulated Qualifications Framework (RQF) and are designed to deliver the skills needed to enter or progress in the workplace. They can be delivered through a combination of classroom- and work-based learning and assessment.

These qualifications are based on occupational standards designed by employers and published by the Institute for Apprenticeships and Technical Education (IfATE), who also approve the qualifications. IfATE has specified different categories under which Level 3 Technical Qualifications can be approved based on their scope and purpose. Detailed information about these categories can be found on IfATE's website.

Qualification purpose

The Pearson BTEC Level 3 Technical Occupational Entry for Personal Trainer (Diploma) enables students to develop a purposeful combination of knowledge, skills and behaviours to enter employment as a personal trainer or fitness instructor and provides a strong foundation for them to achieve full occupational competence with further training and development in the workplace. The qualification, which is mapped to the Personal Trainer occupational standard, is designed to meet the needs of students 16–19 and 19+ who are pursuing a career in the health and fitness sector. It provides a clear line of sight to employment in an occupation that is recognised and demanded by employers. The qualification is also mapped to the CIMPSA Professional Standards for Core Group Exercise Instructor and CIMPSA Professional Standards for Personal Trainer.

The qualification aims to:

- develop students' ability and confidence to apply the knowledge, skills and behaviours in carrying out the relevant occupational duties and functions to meet entry level competence
- develop transferable skills and professional behaviours such as good communication skills, the ability to provide a high level of customer care, problem-solving and the ability to use IT for a range of purposes that are essential to personal effectiveness in a personal trainer occupation
- develop knowledge and understanding of best practices and core values, such as
 following industry-recognised codes of practice, safeguarding and personal trainer
 ethical behaviours that are important for meeting professional requirements and
 working safely with clients in the health and fitness industry

- provide opportunities for students to achieve a nationally recognised licence to practice qualification to support them in taking the next step in their career journey
- provide employers with reliable evidence of students' attainment against the Personal Trainer occupational standard and their readiness to enter employment in the related occupation.

The qualification can be taken on a part- or full-time basis to meet the needs of students.

Employer engagement and validation

In developing the Pearson BTEC Level 3 Technical Occupational Entry for Personal Trainer, we have worked closely with a dedicated panel of 10 employers from a range of different types of organisations, who have:

- validated the demand for the qualification and confirmed that it is occupationally relevant and meets the current and emerging needs of industry
- confirmed that students will have an appropriate combination of knowledge, skills and behaviours relevant to the occupational standard that attests to their readiness to enter into employment in the related occupation.

This qualification is also accredited by CIMSPA for both Core Group Exercise Instructor and Personal Trainer professional standards.

Progression opportunities

Students who achieve the BTEC Level 3 Technical Occupational Entry for Personal Trainer can progress into working as a group fitness instructor and personal trainer.

UCAS tariff points

This qualification attracts UCAS points. Please go to the UCAS website for full details of the points allocated.

2 Qualification summary and key information

Qualification title	Pearson BTEC Level 3 Technical Occupational Entry for Personal Trainer (Diploma)
Qualification Number (QN)	610/3932/9
Regulation start date	14/03/2024
Operational start date	01/08/2025
Approved age ranges	16–19
	19+
Total Qualification Time (TQT)	906 hours
Guided learning hours (GLH)	720
Assessment	Internal assessment.
Grading information	The units are graded Unclassified/Pass/Merit/Distinction
	Students must achieve at least a Pass in all units to achieve the qualification.
	The qualification is graded PP to D*D*.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before students register for this qualification.
Funding	Qualifications eligible and funded for post 16-year-olds can be found on the Find a learning aim database.

3 Qualification structure

BTEC Level 3 Technical Occupational Entry for Personal Trainer (Diploma)

The requirements outlined in the table below must be met for Pearson to award the qualification.

1	Minimum number of units that must be achieved	10
	Minimum number of units that must be achieved	10

Unit number	Mandatory units	Level	Guided learning hours
1	Careers in the Health and Fitness Industry	3	60
2	Health, Wellbeing and Physical Activity	3	60
3	Professional Personal Trainer Practice	3	60
4	Client Screening and Health and Fitness Assessment	3	90
5	Anatomy, Physiology and Kinesiology for Personal Training	3	90
6	Exercise Requirements and Contraindications for Specific Populations	3	60
7	Circuit Training	3	90
8	Personal Training Methods and Programming	3	90
9	Nutrition for Personal Training	3	60
10	Business, Marketing and Technology for Personal Training	3	60

4 Delivery

Occupational competence

This qualifications are designed to be delivered in post 16 learning contexts. Delivery should focus on student's ability to use knowledge, skills and appropriate behaviours in, or to progress to, the workplace. Links with the workplace should be encouraged throughout.

Transferable skills

Recent future skills reports have highlighted the growing importance of transferable skills for students to succeed in their careers and lives in this fast-changing world.

Following research and consultation with FE educators and higher education institutions, Pearson has developed a Transferable Skills Framework to facilitate and guide the development of transferable skills through this qualification. The Framework has four broad skill areas, each with a cluster of skills as shown below:

- 1. **Managing Yourself**: (1) Taking Personal Responsibility; (2) Personal Strengths & Resilience; (3) Career Orientation Planning; (4) Personal Goal Setting
- 2. **Effective Learning**: (1) Managing Own Learning; (2) Continuous Learning; (3) Secondary Research Skills (4) Primary Research Skills
- 3. **Interpersonal Skills**: (1) Written Communications; (2) Verbal and Non-verbal Communications; (3) Teamwork; (4) Cultural and Social Intelligence
- 4. **Solving Problems**: (1) Critical Thinking (2) Problem Solving; (3) Creativity and Innovation.

Each transferable skill has a set of descriptors that outline what achievement of the skill looks like in practice. Each unit in the qualification will show whether a transferable skill has been:

- 1. fully embedded through the design of the teaching and learning content and assessment of the unit. Skills that are embedded are 'naturally occurring' in that they are inherent to the unit content and doesn't require extension activities to deliver
- 2. signposted as an opportunity for delivery and development and would require extension activities to deliver.

Units will show a summary of the transferable skills that have been embedded or signposted and *Appendix 1* shows the descriptors for each skill across all the skill clusters.

More information on the framework, its design and relevance for student progression is available in the *BTEC Transferable Skills Gui*de *for Teachers*. Resources and guidance to support teachers in the delivery and development of these skills will be available in the Delivery Guide for this qualification and through our training offer.

5 Assessment requirements

The table below gives a summary of the assessment methods used in the qualification.

Units	Assessment method
All units	Internal assessment (centre-devised assessments)

Language of assessment

Students must use English only during the assessment of this qualification.

A student taking the qualification(s) may be assessed in British Sign Language where it is permitted for the purposes of reasonable adjustment.

Further information on the use of language in qualifications is available in our *Use of languages in qualifications policy*, available on our website, <u>qualifications.pearson.com</u>.

Internal assessment

Internally assessed units are subject to standards verification. This means that centres set and mark the final summative assessment for each unit, drawing on mandatory evidence requirements and support that Pearson provides.

To pass each internally assessed unit, students must:

- achieve all the specified learning outcomes
- satisfy all the assessment criteria by providing sufficient and valid evidence for each criterion
- meet any prescribed evidence requirements for a unit i.e., units may mandate practical demonstration of skills in a workplace or simulated environment

To achieve a merit in an internally assessed unit, students must:

- achieve all the requirements for the pass
- satisfy all the pass and all of the merit assessment criteria by providing sufficient and valid evidence for each criterion.

To achieve a distinction in an internally assessed unit, students must:

- achieve all the requirements for the pass
- satisfy all the pass, all of the merit and all of the distinction assessment criteria by providing sufficient and valid evidence for each criterion.
- prove that the evidence is the own.

Centres must ensure:

- assessment is carried out by tutors with relevant expertise in both the occupational area and assessment. For the occupational area, this can be evidenced by a relevant qualification or current (within three years) occupational experience that is at an equivalent level or higher than this qualification. Assessment expertise can be evidenced by qualification in teaching or assessing and/or internal quality assurance or current (within three years) experience of assessing or internal verification.
- internal verification systems are in place to ensure the quality and authenticity of students' work, as well as the accuracy and consistency of assessment. These must include processes for detecting and reporting student malpractice such as plagiarism (including Al misuse), copying and collusion.

Grading of the qualification

Achievement in the qualification requires a demonstration of depth of study in each unit, assured acquisition of the practical skills required for employment in the specific sector and successful development of transferable skills.

Units are assessed using a grading scale of Distinction, Merit, Pass and Unclassified. All units in the qualification contribute proportionately to the overall qualification grade.

The qualification is graded using a scale of PP to D*D*. Please see Section 12 Understanding the qualification grade for more details.

The relationship between qualification grading scales and unit grades will be subject to regular review as part of Pearson's standards monitoring processes on the basis of student performance and in consultation with key users of the qualification.

Levels of control in internal assessment

Task setting

Centres are able to design tasks that address the assessment criteria within a unit. Restrictions on task setting such as mandatory forms of evidence requirement, or restrictions surrounding the context of assessment will be stated within the qualification unit and any accompanying authorised assignment brief(s). Although task setting is characterised as low control, Pearson applies quality assurance methodology to ensure that centre systems are in place to develop and assure high quality assessments for students. The authorised assignment brief serves as a model for the expected presentation of a unit assessment. Further guidance and references are provided in *Section 9: Quality Assurance of centres*.

Task taking

Centres must be able to authenticate the student response to the assessment. Supervision may not always be appropriate, if for example a student is gathering evidence for an assessment that is then prepared in a classroom environment. However, centres must be assured that students produce their own response to assessment criteria. This may require supervision of students in writing up outcomes to ensure they do not use text generative AI software.

Task marking

Centre assessors and tutors will mark the student assessment response, using Pearson BTEC assessment/grading criteria and the guidance we provide in the specification and surrounding process, and training we provide supporting our quality assurance process. Pearson will quality assure the processes that centres use to ensure the standard of marking outcome. We operate a risk-based quality assurance process ensuring that new centres, centres with large cohorts and centres with other risk factors get the support they need to ensure students achieve the outcome they have worked for.

Mandatory evidence for assessment

Units will include information on the mandated types, quality and standard of evidence that students must produce to achieve a unit.

Tutors must ensure that collated tasks/assignments enable students to generate the evidence needed against the assessment criterion standard.

Authorised Assignment Briefs (AABs)

Pearson has produced an Authorised Assignment Brief (AAB) for each unit to support centres in the assessment of this qualification. The AABs are published separately to the specification on the Pearson website both as a PDF and word document and sets out a recommended assessment approach. If students meet the requirements of the published AAB then they will meet the requirements set out in the assessment criteria. It is strongly recommended that centres refer to the AAB for each unit. Centres can use an AAB in three ways:

- As the assignment brief for students, without changing it.
- As a guide to the level of evidence that is required from students, while choosing to write their own assessment brief.
- As a basis for their own assessments, taking the AAB and amending in line with a particular context or local need.

6 Centre recognition and approval

Centres must have approval prior to delivering or assessing any of the units in this qualification.

Centres need to apply for, and be granted, centre recognition as part of the process for approval to offer individual qualifications.

Guidance on seeking approval to deliver BTEC qualifications is given on our website.

Please refer to Appendix 2 Internal Staffing and Approvals Requirements for further information.

Approvals agreement

All centres are required to enter into an approval agreement with Pearson, in which the head of centre or principal agrees to meet all the requirements of the qualification specification and to comply with the policies, procedures, codes of practice and regulations of Pearson and relevant regulatory bodies. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of centre or qualification approval.

Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements below are in place before offering the qualification:

- appropriate physical resources (for example, gym equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification
- suitable staff for delivering and assessing the qualification (see *Section 5 Assessment requirements*)
- systems to ensure continuing professional development (CPD) for staff delivering and assessing the qualification
- health and safety policies that relate to the use of equipment by students
- internal verification systems and procedures (see Section 5 Assessment requirements)
- any unit-specific resources stated in individual units.

7 Access to qualifications

Access to qualifications for students with disabilities or specific needs

Equality and fairness are central to our work. Our *Equality, diversity and inclusion policy* requires all students to have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every student.

We are committed to making sure that:

- students with a protected characteristic (as defined by the Equality Act 2010) are not, when they are taking one of our qualifications, disadvantaged in comparison to students who do not share that characteristic
- all students achieve the recognition they deserve from their qualification and that this achievement can be compared fairly to the achievement of their peers.

For students with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualification.

Centres must deliver the qualification in accordance with current equality legislation. For full details of the Equality Act 2010, please visit www.legislation.gov.uk

Reasonable adjustments and special consideration

Centres are permitted to make adjustments to assessment to take account of the needs of individual students. Any reasonable adjustment must reflect the normal learning or working practice of a student in a centre or a student working in the occupational area.

Centres cannot apply their own special consideration – applications for special consideration must be made to Pearson and can be made on a case-by-case basis only.

Centres must follow the guidance in the Pearson document *Guidance for reasonable* adjustments and special consideration in vocational internally assessed units.

8 Recognising prior learning and achievement

Recognition of Prior Learning (RPL) considers whether a student can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise students' previous achievements and experiences in and outside the workplace, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. If the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Further guidance is available in our policy document *Recognition of prior learning policy and process*, available on our website.

9 Quality assurance of centres

Centre and qualification approval

As part of the approval process, your centre must make sure that the resource requirements listed below are in place before offering the qualification:

- centres must have appropriate physical resources (for example, equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification
- staff involved in the assessment process must have relevant expertise and/or occupational experience
- centres must have in place systems to ensure continuing professional development for staff delivering the qualification
- centres must have in place appropriate health and safety policies relating to the use of equipment by students
- centres must deliver the qualification in accordance with current equality legislation
- centres should refer to the teacher guidance section in individual units to check for any specific resources required.

Continuing quality assurance and standards verification

On an annual basis, we produce the *Pearson Quality Assurance Handbook*. It contains detailed guidance on the quality processes required to underpin robust assessment and internal verification.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre, and must have approval for the programmes or groups of programmes that it is delivering
- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery
- Pearson makes available to approved centres a range of materials and opportunities, through online standardisation, intended to exemplify the processes required for effective assessment, and examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment

• an approved centre must follow agreed protocols for standardisation of assessors and verifiers, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

The approach of quality-assured assessment is through a partnership between an approved centre and Pearson. We will make sure that each centre follows best practice and employs appropriate technology to support quality-assurance processes, where practicable. We work to support centres and seek to make sure that our quality-assurance processes do not place undue bureaucratic processes on centres. We monitor and support centres in the effective operation of assessment and quality assurance.

The methods we use to do this for BTEC Level 3 include:

- making sure that all centres complete appropriate declarations at the time of approval
- undertaking approval visits to centres, making sure that centres have effective teams of assessors and verifiers who are trained to undertake assessment
- assessment sampling and verification, through requested samples of assessments, completed assessed student work and associated documentation
- an overarching review and assessment of a centre's strategy for delivering and quality assuring its BTEC programmes; for example, making sure that synoptic units are placed appropriately in the order of delivery of the programme.

Centres that do not fully address and maintain rigorous approaches to delivering, assessing and quality assurance cannot seek certification for individual programmes or for all BTEC Level 3 programmes. An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

10 Units

Understanding your units

The units in this specification set out our expectations of assessment in a way that helps you to prepare your students for assessment. The units help you to undertake assessment and quality assurance effectively.

Each unit in the specification is set out in a similar way.

This section explains how the units work. It is important that all teachers, assessors, internal verifiers and other staff responsible for the programme review this section.

Internally assessed units

Section	Explanation
Unit number	The number is in a sequence in the sector. Numbers may not be sequential for an individual qualification.
Unit title	This is the formal title that we always use and it appears on certificates.
Unit level	All units are Level 3 on the national framework.
Unit type	This confirms that the unit is internally assessed. See structure information in <i>Section 3</i> for full details.
Guided learning hours (GLH)	Units may have a guided learning hours (GLH) value of 120, 90 or 60. This indicates the numbers of hours of teaching, directed activity and assessment expected. It also shows the weighting of the unit in the final qualification grade.
Unit in brief	A brief formal statement on the content of the unit that is helpful in understanding its role in the qualification. You can use this in summary documents, brochures etc.
Unit introduction	This is designed with students in mind. It indicates why the unit is important, how learning is structured, and how learning might be applied when progressing to employment or higher education.
Learning aims	These help to define the scope, style and depth of learning of the unit. You can see where students should be learning standard requirements ('understand') or where they should be actively researching ('investigate'). You can find out more about the verbs we use in learning aims in <i>Appendix 1</i> .
Summary of unit	This helps teachers to see the main content areas against the learning aims and the structure of the assessment at a glance.

Section	Explanation
Content	This sets out the required teaching content of the unit. Content is compulsory except where shown as 'e.g.'. Students should be asked to complete summative assessment only after the teaching content for the unit or learning aim(s) has been covered. Where legislation is included in delivery and assessment, centres must ensure that it is current and up to date.
Assessment criteria	Each learning aim has Pass and Merit criteria. Each assignment has at least one Distinction criterion. A full glossary of terms used is given in <i>Section 16 Glossary</i> .
	Distinction criteria represent outstanding performance in the unit. Some criteria require students to draw together learning from across the learning aims.
Transferable skills	This summarises the transferable skills present within this unit. The key helps to identify whether they are signposted but require additional assessment, embedded and achieved on completion, or not present in this unit.
Essential information for assignments	This shows a brief summary of the activities that are expected for assessment and any specific rules surrounding development of assignment briefs.
Further information for teachers and assessors	This gives you information to support the implementation of assessment. It is important that this is used carefully alongside the assessment criteria and PSAB.
Resource requirements	Any specific resource requirements that you need to be able to teach and assess are listed in this section.
Essential information for assessment decisions	This information gives guidance for each learning aim or assignment of the expectations for Pass, Merit and Distinction standard. This section contains examples and essential clarification.
Links to other units	This shows you the main relationship between units. This can help you to structure your programme and make best use of materials and resources.

11 Units

This section of the specification contains the units that form the assessment for the qualification.

For explanation of the terms within the units, please refer to Section 16 Glossary.

It is compulsory for students to meet the learning outcomes and the assessment criteria to achieve a Pass. Content is compulsory unless it is provided as an example and is therefore marked 'e.g.'. All compulsory content must be delivered, but assessments may not cover all content.

Where legislation is included in delivery and assessment, centres must ensure that it is current and up to date.

Unit 1: Careers in the Health and Fitness Industry

Level: 3

Unit type: Internal

Guided learning hours: 60

Unit in brief

Students explore the structure of careers within the UK health and fitness industry.

Unit introduction

The health and fitness industry is constantly changing and growing, and it offers many different opportunities for employment. To have a successful career in the industry, it is important that you understand the behaviours, values, skills and techniques needed.

In this unit you will gain an understanding of how the health and fitness industry in the UK is organised. You will research the different job roles in the public, private and voluntary sectors of the industry and look at the qualifications, skills and experiences required to pursue these careers. You will undertake an application and interview process for a selected job role, drawing on your knowledge and skills to identify your own strengths and areas for development. You will evaluate your performance to understand generic employability and specific technical knowledge and skills required to access a selected career pathway in the sport and active leisure industry and to progress within it.

This unit will give you the skills and knowledge you need to apply for a career in the sport and active leisure industry. You can choose to progress to employment immediately after completing your qualification or, after you have completed further study, by developing your understanding, skills and qualities that are required to pursue employment in the sports industry.

Learning aims

In this unit you will:

- **A** Examine the organisation of the health and fitness industry and its provision in the UK
- **B** Investigate job roles in the health and fitness industry
- **C** Explore recruitment processes for a job role in the health and fitness industry

Summary of unit

Learning aim	Key content areas	Assessment approach
A Examine the organisation of the health and fitness industry and its provision in the UK	A1 Sectors and organisations in the health and fitness industry in the UK A2 Scope and provision of the health and fitness industry A3 Participation in health	A written report detailing the organisation, scope and provision of health and fitness in the UK, including potential barriers to participation, and methods to address these barriers to increase participation in health and fitness activities.
	and fitness in the UK A4 Barriers to participation and methods to address barriers to increase participation in health and fitness activities	
B Investigate job roles in the health and fitness industry	B1 Job roles in the health and fitness industry	A case study evaluating the importance of legislation on employees, employers and participants in the health and fitness industry.
	B2 Health and safety at work and employment law	
	B3 Safeguarding and protection of children, young people and vulnerable adults in health and fitness	
C Explore recruitment processes for a job role in the health and fitness industry	C1 Personal skills audit for a job role in the health and fitness industry	Complete a personal skills audit, take part in a job interview scenario and devise a career action plan.
	C2 Job application processes in the health and fitness industry	
	C3 Interview skills required to obtain a job role in the health and fitness industry	
	C4 Personal development planning for working in the health and fitness industry	

Content

The essential content is set out under content areas. Students must cover all specified content before the assessment. All topics require students to apply knowledge, analyse and evaluate.

Learning aim A: Examine the organisation of the health and fitness industry and its provision in the UK [IS – C&SI] [MY – COP]

A1 Sectors and organisations in the health and fitness industry in the UK

- Sectors in the industry:
 - o public
 - o private
 - o voluntary sector/third sector
 - o public/private partnerships.
- Government-based organisations, e.g. Sport England.
- Professional development body Chartered Institute for the Management of Sport and Physical Activity (CIMSPA).
- Awarding organisations design, external quality assurance, certificate qualifications.
- Training providers delivery and assessment of qualifications and continued professional development (CPD).
- Governing bodies in health and fitness, e.g. Exercise, Move & Dance (EMD UK).

A2 Scope and provision of the health and fitness industry

The size, breadth and geographic spread of the health and fitness industry locally and nationally, and factors that affect provision and employment opportunities.

- Health and fitness industry data, economic significance, number of jobs in the industry.
- Geographical factors:
 - o location
 - o environment
 - o infrastructure
 - o population.

- Socio-economic factors:
 - o wealth
 - o employment
 - o history
 - o culture
 - o fashion
 - o education.
- Seasonal factors, e.g.:
 - o swimming pools that open only in the summer
 - o summer camps
 - o training camps.

A3 Participation in health and fitness in the UK

- Types of participants and target populations, e.g.:
 - o women
 - o older adults
 - o young people
 - o social inclusion groups
 - o low socio-economic groups
 - o people with a disability
 - o LGBTQI+
 - o ethnic groups.
- Reasons for participation:
 - o physical health
 - o mental health
 - o preventing obesity
 - o social inclusion
 - o enjoyment
 - o leisure activity
 - o improving sporting performance
 - o attending events run and supported by the government agenda of a healthy nation via physical activity and sport.

A4 Barriers to participation and methods to address barriers to increase participation in health and fitness activities

- Barriers to participation, e.g.:
 - o cost, e.g. cost of clothing, equipment, transport
 - o access, e.g. location of facilities, resources, type of health and fitness provision
 - o time, owing to other commitments, e.g. family, school, work
 - o personal barriers, e.g. body image, lack of self-confidence, low fitness levels, medical conditions
 - o cultural barriers, e.g. single-sex participation, social norms of participating in unconventional clothing and availability of appropriate clothing to participate, lack of role models from own cultural background.
- Methods to address barriers to participation in health and fitness:
 - o cost, e.g. discounted pricing, hiring equipment, free car parking
 - o access, e.g. public transport discounts, taster classes, staff training to support participants and their needs, increased range of health and fitness provision, assistive technology
 - o time, e.g. creche facilities, extended opening hours
 - o personal barriers, e.g. private changing rooms, allowing participants to wear clothing they feel most comfortable in, use of a variety of images of people with different body shapes, campaigns to increase participation
 - o cultural barriers, e.g. female-only fitness sessions staffed by females, diversity of staff working at sports or physical activity facilities, staff training in cultural awareness.

Learning aim B: Investigate job roles in the health and fitness industry B1 Job roles in the health and fitness industry

- Gym instructor.
- Personal trainer.
- Group exercise instructor, e.g. exercise to music, circuit training, kettlebells.
- Multi-role fitness professional, e.g. gym instructing, group exercise classes and PT clients.
- Sports and exercise nutrition.
- Sports therapy and injury management.
- Health and fitness journalism.
- Leisure management.

- Benefits of additional and higher level qualifications to work with clients with chronic health conditions, e.g. clients recovering from cancer, clients with lower back pain.
- Benefits of additional qualifications to meet clients' needs, e.g. sports massage therapy.
- Benefits of additional qualifications to support multi-roles within an organisation, e.g. roles in a health and fitness centre as a gym instructor, group exercise instructor and PT.
- Job descriptions and personal specifications for health and fitness industry jobs.
- Sources of information on jobs in the health and fitness industry/careers in sports.
- Definitions of types of employment and practical examples across different sports sectors and career pathways, locally and nationally:
 - o full time
 - o part time
 - o fixed-term contract
 - o self-employment
 - sole trader
 - partnership
 - subcontracted
 - limited company (Ltd)
 - o zero-hours contract
 - o apprenticeships.
- Trading practices:
 - o franchise
 - o freelance
 - o portfolio careers
 - o social enterprises
 - o non-profit organisation
 - o community and cooperative.

B2 Health and safety at work and employment law

- Health and safety at work legislation.
- Employment legislation.
- Contracts of employment.
- Termination of contract and notice period.

- Wages:
 - o national minimum wage
 - living wage
 - o annual salary
 - o hourly paid
 - o contract payment.
- Working Time Regulations.
- Dismissal.
- Appeals procedures.
- Representation and trade unions.

B3 Safeguarding and protection of children, young people and vulnerable adults in health and fitness

Please note, the content in this topic will deal with sensitive, potentially triggering themes. Please ensure students know how to access support.

- Safeguarding a set of actions, measures and procedures taken to ensure that all children and vulnerable adults are kept safe from harm, abuse, neglect or exploitation while under care.
- People that safeguarding applies to:
 - o children any person under the age of 18
 - o vulnerable adults individuals aged 18 or over that may require community care services for mental or other disability, or an illness that means they are not able to take care of themselves or not able to protect themselves against significant harm or serious exploitation.
- Child protection a set of actions that are carried out when a child is identified as being at risk of being harmed, abused, neglected or exploited.
- Safeguarding and protecting children legislation.
- Loco parentis.
- Appropriate behaviour around children, e.g.:
 - o listening to, and respecting, children at all times
 - o treating all children without prejudice or discrimination
 - o using appropriate language
 - o challenging unacceptable behaviour
 - o ensuring that there is more than one adult present during activities with children and young people or that they are in sight or hearing of other adults.

- Inappropriate behaviour around children, e.g.:
 - o patronising children
 - o developing inappropriate relationships
 - o having contact with children outside of the work role
 - o giving children personal contact details
 - o threatening children
 - o making inappropriate promises, particularly related to confidentiality
 - o exaggerating or trivialising child abuse issues.
- Poor practice the behaviour of a fitness professional may cause distress to a child or young person, e.g.:
 - o failure to act when witnessing possible abuse or bullying
 - o being unaware of safeguarding legislation
 - o spending time alone with young people
 - o physical or humiliating punishments
 - o allowing any form of inappropriate touching
 - o making sexually suggestive comments.
- Procedures to follow if safeguarding or child protection concerns are noted.
- Procedures to follow when responding to a disclosure.
- Organisation policies and procedures for safeguarding and protecting children.
- Support on safeguarding and protecting children:
 - o NSPCC Child Protection in Sport Unit
 - o Keeping Children Safe
 - o UK Sport
 - o NSPCC
 - o local authority
 - o police
 - o social services.
- Scope of own and others' role in safeguarding and protecting children:
 - o keeping up to date with the latest best practice
 - o promoting and sharing best practice with other agencies.

- Ways to develop an effective safeguarding culture in an organisation:
 - o Disclosure and Barring Service (DBS)
 - self-disclosure
 - enhanced disclosure
 - regulations and requirements
 - o industry standards safeguarding, DBS, codes of practice, e.g. Chartered Institute for the Management of Sport and Physical Activity (CIMSPA).

Learning aim C: Explore recruitment processes for a job role in the health and fitness industry [MY – PS&R] [MY – COP]

C1 Personal skills audit for a job role in the health and fitness industry

- Job description:
 - o duties and responsibilities
 - o qualities
 - o qualifications
 - o skills
 - o behaviours and experience required
 - o safeguarding requirements.
- Producing a personal skills audit against a selected job role.
- Interests and accomplishments.
- Qualities:
 - o reliability
 - o organisational skills
 - o commitment
 - o resilience
 - o empathy.
- Basic skills:
 - o literacy
 - o numeracy
 - o IT.

- Experience:
 - o sporting
 - o leadership
 - o employment
 - o job-related employment
 - o volunteer work
 - o travel.
- Qualifications:
 - o educational
 - o sector-specific
 - o role-specific.
- Transferable skills:
 - o teamwork
 - o cooperation
 - o communication
 - o problem-solving.
- Specific technical skills, coaching, instructing, leading, working with specific groups.
- SWOT (strengths, weaknesses, opportunities, threats) analysis.

C2 Job application processes in the health and fitness industry

- Selection of a job role from a suitable career pathway, identified from skills audit and career development action plan.
- A job advertisement, with examples of where it could be placed.
- Job analysis.
- Job description.
- Person specification.
- Application form.
- CV.
- Letter of application.

C3 Interview skills required to obtain a job role in the health and fitness industry

- Interview process.
- Communication skills required for face-to-face and virtual interview situations.
- Verbal communication skills pitch, tone, speed, volume:
 - o body language gestures, facial expression, seated and standing posture
 - o language formal and informal, technical terminology, use of jargon
 - o active listening maintaining eye contact, providing verbal and non-verbal feedback, mirroring, asking questions to confirm understanding.
- Skills and attitudes of interviewee:
 - o appearance clothing, personal grooming
 - o methods to respond to questions
 - o gaining clarification on questions when required
 - o rehearsing responses to potential questions.

C4 Personal development planning for working in the health and fitness industry

- Planning personal development towards a specific career in the sports industry.
- Identification of key timescales:
 - o short next two years
 - o medium two to five years
 - o long term five to 10 years.
- Careers guidance and support available, and education choices.
- Career development action plan (CDAP):
 - o aims
 - o milestones
 - o measures
 - o professional development activities:
 - workshops
 - CPD
 - qualifications
 - job shadowing
 - self-reflection
 - mentoring.

Assessment criteria

Learning aim A: Examine the organisation of the health and fitness industry and its provision in the UK

Pass	Merit	Distinction
A.P1 Explain the organisation, scope and provision of health and fitness in the UK	A.M1 Analyse the organisation, scope and provision of health and fitness in the UK	A.D1 Evaluate the impact of the organisation, scope, provision and participation in the health and fitness
A.P2 Explain the reasons for participation in the health and fitness industry in the UK	A.M2 Analyse reasons for and barriers to participation in the health and fitness industry in the UK	industry in the UK, suggesting ways to improve participation
A.P3 Explain barriers to participation and methods to address barriers to improve participation in health and fitness		

Learning aim B: Investigate job roles in the health and fitness industry

Pass	Merit	Distinction
B.P4 Explain the roles and responsibilities of 3 job roles in the health and fitness industry B.P5 Explain how safeguarding and protection policies and procedures are implemented in the health and fitness industry	B.M3 Compare the roles and responsibilities of 3 different job roles in the health and fitness industry and the effect of legislative factors on these job roles	B.D2 Evaluate the importance of legislation on employees, employers and participants in the health and fitness industry
B.P6 Explain the importance of safeguarding to protect children and vulnerable adults participating in health and fitness		

Learning aim C: Explore recruitment processes for a job role in the health and fitness industry

Pass	Merit	Distinction
C.P7 Complete a personal skills audit that identifies own suitability for a selected job role in the health and fitness industry	C.M4 Review personal skills audit, application documentation for use in the application of a selected job role and interview	C.D3 Evaluate own career development action plan providing justified reasoning for the choice of activities and time frames
C.P8 Prepare appropriate documentation for use in the application of a	performance, explaining strengths and areas for development	provided to support your own employment in the health and fitness sector
selected job role in the health and fitness industry	C.M5 Explain the choice of activities and time frames	
C.P9 Complete an interview process for a selected job role in the health and fitness industry	provided in a career development action plan to support your own employment in the health and fitness sector	
C.P10 Complete a career development action plan	and nuiess sector	

Transferable skills

Managing Yourself	Effective Learning	Interpersonal Skills	Solving Problems
MY – TPR	EL – MOL	IS – WC	SP – CT
MY – PS&R*	EL – CL	IS – V&NC	SP – PS
MY – COP*	EL – SRS	IS – T	SP – C&I
MY – PGS	EL – PRS	IS – C&SI *	

Table key

*	Signposted as part of learning. Requires additional assessment for student to achieve this TS
\checkmark	TS embedded and achieved on completion of the AC
Blank	TS not embedded or signposted in unit

Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 5* gives information on setting assignments and there is further information on our website.

There is a maximum number of three summative assignments for this unit.

The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.P3, A.M1, A.M2, A.D1)

Learning aim: B (B.P4, B.P5, B.P6, B.M3, B.D2)

Learning aim: C (C.P7, C.P8, C.P9, C.P10, C.M4, C.M5, C.D3)

Further information for teachers and assessors

Resource requirements

For this unit, students must be able to access up-to-date information on the health and fitness organisations they will be researching. Students also need information on health and fitness industry job roles.

Essential information for assessment decisions

Learning aim A

For distinction standard, students will draw on varied information to consider aspects such as strengths or weaknesses of the organisation and structure of the health and fitness industry in the UK. Students can use examples from their personal experience to support their answers. Students' research should lead to a supported judgement on the target populations for participation in health and fitness in the UK, barriers to participation, and the impact this can have on the health and fitness industry and structures. They should suggest strategies that could be implemented to overcome these barriers to participation.

For merit standard, students will present the outcome of research by breaking down the organisation and structure of the health and fitness industry using local/national examples. Students can use examples from their personal experience to support their evidence. Students will look at information or data to interpret and study key trends and the interrelationships of participation levels in health and fitness, including barriers.

For pass standard, students will give clear evidence to show an understanding of the organisation and structure of the health and fitness industry in the UK. Students show that they understand the functions and objectives of each of the sectors in the industry and the roles and responsibilities of government-based organisations, CIMSPA, awarding organisations, training providers and health and fitness governing bodies. Students will also need to give reasons for why each type of participant as listed in the unit content may be affected by specific barriers to participation.

Learning aim B

For distinction standard, students will draw on varied information to consider the importance that legislation can have on employers, employees and participants in the health and fitness industry and how legislation has improved safety, working conditions or experiences.

For merit standard, students will identify the main roles and responsibilities of the three job roles selected. They will give clear details and evidence to support the similarities, differences, advantages and disadvantages of each job role. They will consider the related legislation that applies for each of these job roles, including the responsibilities for employees in the health and fitness industry to ensure participants' welfare.

For pass standard, students will give clear evidence to support their view on the roles and responsibilities of the three selected job roles selected in the health and fitness industry. The job roles selected should reflect students' job role ambitions in terms of roles and responsibilities. For each of the selected job roles, students will show an understanding of the behaviours, values, skills and experiences needed. Students will find out about the formal qualifications and personal experiences that will help them to pursue a career in one of their selected job roles. Students will consider the legislative factors involved and the requirements for safeguarding and protecting children in the health and fitness industry.

Learning aim C

For distinction standard, students will refer to their skills audit when planning for their short-, medium- and long-term career aspirations. Students will have a contingency plan for what they will do, should they not be able to pursue their first choice career.

For merit standard, students will review their current skills against those required for a career in the health and fitness industry, considering which roles they could apply for on completion of their most recent programme of study. During the interview process, students will demonstrate their ability to effectively apply themselves to the questions being asked, tasks set, preparing an application. They will demonstrate competence throughout the interview process. Students are required to analyse their performance in the application and interview process and outline what they did well and the areas they need to develop when applying for jobs in the health and fitness industry in the future. Students should explain how each of their chosen targets for the short, medium and long term will support their development towards their chosen job pathways. Students will produce an action plan showing how they will meet their targets.

For pass standard, students will complete a skills audit, outlining the qualifications, skills and experiences they have acquired to date. They will complete the application and interview process for a career they will pursue on completing their qualification. On completion of the application and interview process, students will explain their strengths and areas for development for each stage of the process. They will outline the qualifications, skills and experiences they need to be able to start on chosen career pathways in the short and medium term. Students complete an action plan that identifies what they need to do to pursue each of their chosen career options in the short, medium and long term.

Links to other units

This assessment for this unit should draw on knowledge, understanding and skills developed from:

- Unit 2: Health, Wellbeing and Physical Activity
- Unit 3: Professional Personal Trainer Practice
- Unit 10: Business, Marketing and Technology for Personal Training

Employer involvement

This unit would benefit from employer involvement in the form of:

- collaboration with a wide cross-section of businesses employing different health and fitness professionals, such as local authority leisure centres, private health clubs, sports development organisations, outdoor adventure centres and voluntary sports clubs
- talks from employees with contrasting roles from different organisations
- site visits to businesses in the health and fitness industry
- links with representatives from the careers service who could advise on the job market and the skills required.

Unit 2: Health, Wellbeing and Physical Activity

Level: 3

Unit type: Internal

Guided learning hours: 60

Unit in brief

Students explore the importance of physical activity and wellbeing for different types of participants and suggest ways to improve their physical and mental health status.

Unit introduction

Health and wellbeing is a growing area of importance in the health and fitness industry. Recently there has been more consideration given to the impact that physical and mental health has on day-to-day living. Increasing numbers of individuals recognise the limitations that poor physical and mental health can have on their wellness.

In this unit you will look at the important elements of health and wellbeing, and how they influence the health and fitness industry. You will learn about national benchmarks and indicators of good health.

You will understand why the government and the national governing bodies are prioritising the area of health and wellbeing of the health and fitness industry. You will investigate how factors affecting health and wellbeing impact on physical activity participants. You will apply your knowledge and skills to assess your own health status and that of a chosen individual. Using the data you collect, you will identify strategies to improve the health and wellbeing of both of you.

This unit will help you to progress to employment in the health and fitness industry. It will also help you to progress to further study in professional qualifications in the health and fitness industry.

Learning aims

In this unit you will:

- **A** Examine different types of exercise and physical activities and different categories of participants
- **B** Investigate the importance of physical health, mental health and social wellbeing
- **C** Investigate methods of behaviour change to improve participant adherence to regular participation in exercise and physical activity

Summary of unit

Learning aim	Key content areas	Assessment approach
A Examine different types of exercise and physical activities and different categories of participants	A1 Different types of exercise and physical activity A2 Categories of participants and exercise and physical activity requirements A3 Exercise and physical activity guidelines for	A report on the evaluation of the different types of exercise and physical activity and the reasons for provision.
	participants of different ages	
B Investigate the importance of physical	B1 Factors affecting health and wellbeing	
health, mental health and social wellbeing	B2 Physical health and the benefits of participating in exercise and physical activity	
	B3 Mental health and the benefits of participating in exercise and physical activity	
	B4 Social wellbeing and the benefits of participating in exercise and physical activity	
C Investigate methods	C1 Behaviour change	
of behaviour change to improve participant adherence to regular participation in exercise and physical activity	C2 Interventions and methods to improve participation in regular exercise	

Content

The essential content is set out under content areas. Students must cover all specified content before the assessment. All topics require students to apply knowledge, analyse and evaluate.

Learning aim A: Examine different types of exercise and physical activities and different categories of participants [IS – C&SI]

A1 Different types of exercise and physical activity

- Exercise completing activities to increase fitness levels, e.g.:
 - o group exercise fitness classes
 - o resistance training
 - o cardiovascular training
 - o crossfit/functional training
 - o swimming.
- Physical recreation activities carried out during leisure time for enjoyment, e.g.:
 - o walking
 - o cycling.
- Outdoor physical activities activities carried out outdoors (or in recreation areas) that are adventurous, e.g.:
 - o rock climbing
 - o mountain biking
 - o sailing
 - o kayaking
 - o skiing.
- Sport-based physical activities competitive activities that include physical exertion, using skills, techniques and tactics:
 - o team games
 - o individual sports.

A2 Categories of participants and exercise and physical activity requirements

Students will understand the characteristics of different types of participant and appropriate types of exercise and physical activity.

- Adults (aged 18–64 years old).
- Adolescents (aged 12–17 years old).
- Older adults (aged over 64 years old).

- Adults with a long-term medical conditions, e.g. asthma, type 2 diabetes, high blood pressure, coronary heart disease, arthritis.
- Adults with a disability, including visual, hearing and mobility disabilities.
- Adults from different ethnic/cultural backgrounds.

A3 Exercise and physical activity guidelines for participants of different ages

- Current recommended guidelines for:
 - o types of physical activity
 - o frequency
 - o intensity of physical activity.
- Adults aged 19–64 years old.
- Adolescents 12–17 years old.
- Older adults 65 and older.

Learning aim B: Investigate the importance of physical health, mental health and social wellbeing

B1 Factors affecting health and wellbeing

- Physical activity levels.
- Medical conditions.
- Diet.
- Stress.
- Lifestyle.
- Consumption of alcohol and/or illegal drugs.
- Smoking.
- Work sedentary or active role.
- Education levels.
- Relationships.

B2 Physical health and the benefits of participating in exercise and physical activity

- Physical health the ability to maintain a healthy quality of life that allows us to get the most out of our daily activities without undue fatigue or physical stress.
- Indicators of good physical health:
 - o moving freely
 - o ability to conduct day-to-days tasks, e.g:
 - walking up and down stairs
 - putting the rubbish out
 - cleaning
 - o free of non sport-specific aches and pains
 - o good balance.
- Benefits on physical health of participating in exercise and physical activity:
 - o improved fitness
 - o improved body composition
 - o improved sleep
 - o increased immunity levels.
- Prevention and management of common health conditions, e.g.:
 - o coronary heart disease
 - o stroke
 - o type 2 diabetes
 - o cancer
 - o obesity
 - o hypertension
 - o osteoporosis.

B3 Mental health and the benefits of participating in exercise and physical activity

- Mental health emotional wellbeing and resilience to adversity.
- Indicators of good mental health, e.g.:
 - o ability to get out of bed in the morning
 - o ability to cope with change
 - o maintaining normal sleep patterns
 - o awareness of mood state.

- Benefits on mental health of participating in exercise and physical activity:
 - o reduced stress levels
 - o improved work-life balance
 - o reduced risk of depression
 - o improved mood
 - o increased self-confidence (belief in oneself and abilities)
 - o increased self-esteem (appreciating and valuing oneself)
 - o reduced anxiety levels.

B4 Social wellbeing and the benefits of participating in exercise and physical activity

- Social wellbeing the ability to function in society and form relationships.
- Indicators of good social wellbeing, e.g.:
 - o ability to engage in conversation
 - o ability to maintain positive personal relationships.
- Benefits on social wellbeing of participating in exercise and physical activity:
 - o meet new people
 - o make friends
 - o develop leadership skills
 - o develop teamwork skills
 - o decrease loneliness.

Learning aim C: Investigate methods of behaviour change to improve participant adherence to regular participation in exercise and physical activity

C1 Behaviour change

- Psychological factors and their effect on behaviour change:
 - o intrinsic motivation
 - o extrinsic motivation.
- Psychological theories of behaviour change:
 - o transtheoretical model stages of change
 - o motivational interviewing.

- Individual participant factors affecting behaviour change, e.g.:
 - o individual participant needs and differences
 - o social support
 - o peer pressure
 - o motives to change
 - o barriers to change: perceived and actual
 - o self-recognition of own barriers
 - o self-efficacy.

C2 Interventions and methods to improve participation in regular exercise

- Reviewing current exercise and physical activity participation.
- Participant's role and responsibilities in adherence to exercise.
- Health professional's role in supporting client in adhering to exercise.
- Identification of client's readiness to change their behaviour, e.g. use of psychological questionnaires.
- Interventions to support participants at each stage of change:
 - o decisional balance sheet
 - o pros and cons
 - o cost-benefit analysis
 - o fitness testing
 - o goal setting
 - o behavioural modification techniques
 - o contingency planning
 - o rewards
 - o reinforcement strategies.
- Methods to improve participation in regular exercise:
 - o goal setting SMART targets, review and evaluate progress and adapt accordingly
 - o technology to support participation wearable technology, apps
 - o digital media, e.g. social media to support client participation
 - o review and change environment, equipment and type of training.

Assessment criteria

Learning aim A: Examine different types of exercise and physical activities and different categories of participant

Learning aim B: Investigate the importance of physical health, mental health and social wellbeing

Pass	Merit	Distinction
A.P1 Explain the different types of exercise and physical activities provided in a local area A.P2 Explain the exercise and physical activity requirements for 3	A.M1 Assess the provision of exercise and physical activities in a local area and how it meets the needs of 3 categories of participant	AB.D1 Evaluate the provision of exercise and physical activities in a local area, recommending improvements to meet the physical health, mental health and social wellbeing
different categories of participant		of 3 categories of participant
B.P3 Explain lifestyle factors affecting physical health and the benefits of participating in regular exercise on physical health	B.M2 Assess benefits of participating in regular exercise and physical activity on physical health, mental health and social	
B.P4 Explain lifestyle factors affecting mental health and the benefits of participating in regular exercise on mental health	wellbeing	
B.P5 Explain lifestyle factors affecting social health and the benefits of participating in regular exercise on social health		

Learning aim C: Investigate methods of behaviour change to improve participant adherence to regular participation in exercise and physical activity

Pass	Merit	Distinction
C.P6 Explain factors and theories affecting behavior change	C.M3 Assess factors and theories affecting behaviour change and methods and	C.D2 Evaluate factors and theories affecting behaviour change and
C.P7 Explain interventions to improve participation in regular exercise	interventions that can be used to improve participation in regular exercise	justify methods and interventions that can be used to improve participation in regular exercise
C.P8 Explain methods to improve participation in regular exercise		

Transferable skills

Managing Yourself	Effective Learning	Interpersonal Skills	Solving Problems
MY – TPR	EL – MOL	IS – WC	SP – CT
MY – PS&R	EL – CL	IS – V&NC	SP – PS
MY – COP	EL – SRS	IS – T	SP – C&I
MY – PGS	EL – PRS	IS – C&SI *	

Table key

*	Signposted as part of learning. Requires additional assessment for student to achieve this TS
\checkmark	TS embedded and achieved on completion of the AC
Blank	TS not embedded or signposted in unit

Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aims: A and B (A.P1, A.P2, A.M1, B.P3, B.P4, B.P5, B.M2, AB.D1)

Learning aim: C (C.P6, C.P7, C.P8, C.M4, C.D2)

Further information for teachers and assessors

Resource requirements

Effective delivery of this unit will require access to a range of exercise and physical activities so that students can experience through active participation, the different types available.

Essential information for assessment decisions

Learning aims A and B

For distinction standard, students will evaluate the local provision for exercise and physical activity in the local area – giving the strengths of provision and areas for development. They will provide realistic and appropriate suggestions on ways the local area can improve its exercise provision, physical recreation, outdoor physical activities and/or sport that are available in order to meet the physical health, mental health and social wellbeing of three categories of participant.

For merit standard, students will examine the local provision for exercise and physical activity and assess the different types of exercise provision, physical recreation, outdoor physical activities and sport that are available giving an overview of the strengths and areas for development in the local provision offer. They will then examine the needs of three different categories of participant and assess the strengths of provision of exercise and physical activity in the local area and how it meets the needs of each category of participant and areas for development where local provision does not fully meet these categories of participants needs.

Students will assess the benefits of regular participation in exercise and physical activity on physical health, mental health and social wellbeing, including the advantages for an individual for their short- and long-term health and wellbeing.

For pass standard, students will explore the local provision for exercise and physical activity and explain the different types of exercise provision, physical recreation, outdoor physical activities and sport that are available. Students will select three categories of participant from the unit content and explain appropriate types of exercise and physical activity for each participant. They will also refer to recommended guidelines to provide an overview of the types of physical activity, frequency, and intensity of physical activity for each category of participant.

Students will define physical health, mental health and social wellbeing and the lifestyle factors affecting each. They will discuss then discuss benefits of regular participation in exercise and physical activity on each.

Learning aim C

For distinction standard, students will explore the advantages and disadvantages of psychological factors and how they impact on an individual's ability to change their behaviour to take part in regular exercise and physical activity. They will evaluate the transtheoretical model of behaviour change and how it can impact on exercise adherence.

Students will explore the benefits and limitations of a range of interventions and methods that can be used to improve an individual participation in regular exercise providing reasoning for the use of each method and intervention to help to improve regular participation in exercise.

For merit standard, students will examine psychological factors and give reasoning of the impact on how each effect a person's ability to change their behaviour to take part in regular exercise and physical activity. They will assess the transtheoretical model of behaviour change and how it can impact on exercise adherence. The benefits and limitations of motivational interviewing will also be explored. A range of individual participants factors affecting behaviour change will also be assessed on how they can have a positive and negative impact on exercise adherence.

Students will assess the advantages and disadvantages of a range of interventions and methods that can be used to improve an individual participation in regular exercise.

For pass standard, students will explore psychological factors and how they effect a person's ability to change their behaviour to take part in regular exercise and physical activity. They will explain the transtheoretical model of behaviour change and relate this to exercise adherence. The process of motivational interviewing will also be explored. A range of individual participants factors affecting behaviour change will also be explained.

Students will explain a range of interventions and methods that can be used to improve an individual participation in regular exercise.

Links to other units

This assessment for this unit should draw on knowledge, understanding and skills developed from:

- Unit 1: Careers in the Health and Fitness Industry
- Unit 3: Professional Personal Trainer Practice
- Unit 4: Client Screening and Health and Fitness Assessment
- Unit 6: Exercise Requirements and Contraindications for Specific Populations
- Unit 10: Business, Marketing and Technology for Personal Training

Employer involvement

This unit would benefit from employer involvement in the form of:

- talks from local health education professionals and health fitness instructors
- visits to leisure centre, outdoor pursuits providers, health and fitness centres and outdoor recreation providers.

Unit 3: Professional Personal Trainer Practice

Level: 3

Unit type: Internal

Guided learning hours: 60

Unit in brief

Students explore the importance of personal skills, professional behaviours, methods to maximise participants' experience and ways to ensure the safety of participants when taking part in different types of exercise.

Unit introduction

The ways an exercise and fitness professional interacts with participants is very important in order to maximise the participants' experience in meeting their needs, ensuring their safety and helping to maintain their adherence to taking part in regular exercise.

In this unit you will explore the professional behaviours that are important for a fitness professional, including how they can portray a professional image, how to work well as an effective member of a team, and how to support sustainable practices in the health and fitness industry. Methods to help maintain participant retention and interact with customers is covered by both theoretical and practical application, including communication skills and dealing with customer conflict, which are all key skills that need to be developed to prepare students for working in the health and fitness industry.

Ways to keep participants safe in an exercise environment, including key legislation and ways to maintain a clean and safe environment, are all explored.

Lastly, practical application and theoretical understanding is explored in relation to the different types of exercise and exercise equipment used in health and fitness. Students will develop their skills on how to perform cardiovascular-, fixed resistance-, free weight-, body weight- and mat-based exercises, safely and effectively, giving appropriate demonstrations and teaching points associated with each exercise.

Learning aims

In this unit you will:

- **A** Explore personal skills and professional behaviours for working in the health and fitness industry
- **B** Explore ways to maximise participants' health and fitness experience
- **C** Examine legislation and health and safety in health and fitness
- **D** Explore the types of exercise equipment and how to exercise safely in health and fitness

Summary of unit

Learning aim	Key content areas	Assessment approach	
A Explore personal skills and professional behaviours for working in the health and fitness	A1 Portraying a professional image	Written report demonstrating	
	A2 Teamwork in health and fitness	understanding of personal skills and professional behaviours for working in the health and fitness industry.	
industry	A3 Mentoring in health and fitness		
	A4 Sustainable practices in the health and fitness industry		
B Explore ways to maximise participants' health and fitness experience	B1 Health and fitness provision and the needs of participants in the local area	Written report and audio/visual evidence of practical demonstrations of students communicating	
	B2 Communicating with customers	with customers and managing conflict with customers.	
	B3 Customer service skills		
	B4 Managing conflict with customers		
C Examine legislation and health and safety in health and fitness	C1 Legal and regulatory requirements in health and fitness	Written report and practical demonstrations. Visual/audio evidence of	
	C2 Health and safety in a health and fitness environment	students demonstrating cleaning methods, ways to maintain a clean and safe	
D Explore the types of exercise equipment and how to exercise safely in health and fitness	D1 Cardiovascular equipment	exercise environment and demonstrating correct use and technique of exercise	
	D2 Fixed resistance equipment	equipment.	
	D3 Body weight exercises		
	D4 Free weights		
	D5 Mat-based exercises		

Content

The essential content is set out under content areas. Students must cover all specified content before the assessment. All topics require students to apply knowledge, analyse and evaluate.

Learning aim A: Explore personal skills and professional behaviours for working in the health and fitness industry [IS – T] [MY – TPR]

A1 Portraying a professional image

- Reasons to portray a professional image, e.g.:
 - o reputation
 - o customer satisfaction
 - o client trust
 - o personal integrity.
- Ways to portray a professional image, e.g.:
 - o well-mannered and polite
 - o respectful
 - o self-discipline
 - o creativity and problem-solving
 - o listening and empathy
 - o customer focus
 - o communication
 - o punctuality and efficiency
 - o teamwork
 - o membership of professional organisations
 - o personal presentation
 - o respecting equality and diversity
 - o basic skills: literacy, numeracy, IT, professional qualifications etc.
- Professional boundaries how to work within the boundaries of own professional knowledge and competence based on qualifications and experience.
- How to work within professional boundaries, e.g.:
 - o giving advice and guidance within own scope of practice
 - o signposting to qualified practitioners as necessary.

- Adhering to relevant codes of conduct, e.g.:
 - Chartered Institute for the Management of Sport and Physical Activity codes of conduct
 - o national governing bodies' codes of conduct
 - o process of flow to refer clients to other professionals as necessary.
- Self-reflection and evaluation to aid personal development, e.g.:
 - o evaluation methods
 - o development planning
 - o sources of support for personal professional development
 - o methods to develop self through regular professional development to maintain a high level of industry knowledge.

A2 Teamwork in health and fitness

- Teamwork skills, e.g.:
 - o clear goals and roles
 - o openness and trust
 - o leadership skills
 - o proactively seeking clarity on own role and responsibilities and team goals
 - o carrying out responsibilities in a timely way
 - o completing assigned responsibilities appropriately
 - o listening to others
 - o contributing to resolving/avoiding conflict
 - o inclusive and respectful behaviours as a team member
 - o benefits of a positive team culture.

A3 Mentoring in health and fitness

- The role of a mentor and the mentoring process.
- Methods of mentor support.
- Short-term mentor needs, e.g. seeking support in a difficult situation.
- Medium-term mentor needs, e.g. supporting the development of weaker skills areas.
- Longer term mentor needs, e.g. career progression.
- People who could act as a mentor.

A4 Sustainable practices in the health and fitness industry

- Reducing energy use, e.g.:
 - o turning off gym equipment
 - o shutting of lights
 - o checking energy consumption of equipment prior to purchase
 - o use of renewable energy.
- Reducing waste, e.g.:
 - o digital signage and communication
 - o recycling waste
 - o reduction in single use plastics.
- Reducing pollution, e.g.:
 - o environment-conscious food and products
 - o sustainable travel to health and fitness provider
 - o environmentally friendly cleaning products.

Learning aim B: Explore ways to maximise participants' health and fitness experience [MY – TPR]

B1 Health and fitness provision and the needs of participants in the local area

- Local demographics, e.g.:
 - o age
 - o income
 - o ethnicity
 - o religious and cultural background
 - o family status.
- Participants' expectations and requirements for health and fitness provision, e.g.:
 - o cost membership, discounts, off peak, peak
 - o facilities gym, swimming pool, changing rooms, showers, spa, sports hall, outdoor area
 - o activities fitness classes, online classes, sports, swimming lessons
 - o services onsite personal trainers, creche facility, cafe, sports massage, nutrition.
- Participant targets, e.g.:
 - o fitness goals
 - o mental health
 - o social health.

- Building social support and inclusion, e.g.:
 - o online groups
 - o group fitness challenges.
- Methods to promote a safe, fun and inclusive environment, e.g.:
 - o social events
 - o inclusive range of products and services.
- Gaining feedback from participants to support retention, e.g.:
 - o verbal
 - o questionnaires
 - o comments.

B2 Communicating with customers

- Methods of engaging with customers:
 - o face to face
 - o telephone
 - o written, e.g. letters, email, posters, notices etc.
 - o social media
 - o IT software applications (apps).
- Different ways of communicating:
 - o verbal, e.g. use of language, tone of voice, appropriate language, confidence etc.
 - o non-verbal, e.g. eye contact, body language, facial expression, gestures etc.
 - o active listening, e.g. using questions to confirm understanding, clarify, reassure
 - o adapting communication methods to meet the needs of different participants.
- Acting on information given immediately, e.g. giving appropriate responses etc.
- After the fact, e.g. finding information, seeking support etc.

B3 Customer service skills

- Greeting customers on arrival.
- Introductions with customers.
- Using appropriate methods to address customers:
 - o formal use of title and surname, e.g. Ms Stafford
 - o informal use of first name, e.g. Ann.
- Being customer-orientated not task-orientated.
- Making eye contact with customers.
- Walking the gym floor.

- Checking in with customers.
- Positive attitude.
- Problem-solving.
- How to develop rapport and positive relationships, e.g.:
 - o appropriate topics of conversation for different clients
 - o positive/open body language
 - o maintaining eye contact and smiling.
- Observing and acknowledging when customers leave.

B4 Managing conflict with customers

- Strategies for conflict resolution:
 - o follow organisational procedures
 - o accountability
 - o remaining calm and patient
 - o offering an apology
 - o empathy
 - o questioning
 - o avoiding interrupting
 - o clarification
 - o summarising
 - o solutions
 - o compromise
 - o no-blame approach
 - o confidentiality
 - o follow-up.
- When to seek support.
- Ways to ask for help, e.g. internal communications.
- Who to seek support from, e.g. colleague, manager.

Learning aim C: Examine legislation and health and safety in health and fitness

C1 Legal and regulatory requirements in health and fitness

- Current legislation:
 - o Health and Safety at Work Act
 - o Health and Safety (First-Aid) Regulations
 - o Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)
 - o Control of Substances Hazardous to Health (COSHH) Regulations
 - o Health and Safety (Safety Signs and Signals) Regulations
 - o Equality Act
 - o contracts of employment
 - o safeguarding and safe supervision and health and fitness professionals' duty of care for participants (children, adults and vulnerable adults).

C2 Health and safety in a health and fitness environment

Students will show that they are able to work alone or as part of a team to maintain health and safety in a health and fitness environment.

- Risk assessment:
 - o identification of hazards
 - o identification of risks
 - o control of risks
 - o completing risk assessment forms
 - o reviewing controls.
- Dynamic risk assessment.
- Maintaining a clean and safe exercise environment:
 - o cleaning substances anti-bacterial spray
 - o cleaning equipment mop, paper towels etc.
 - o cleaning routines and organisational standards in an exercise environment
 - o personal safety personal protective equipment, e.g. rubber gloves when using cleaning fluids.
- Normal operating plan (NOP).
- Emergency action plan (EAP).
- Reporting procedures.
- Control of Substances Hazardous to Health (COSHH) Regulations.
- Manual handling techniques.

- Electrical safety and security.
- Safe storage of equipment.
- Manufacturer's guidelines for use, maintenance and storage of equipment.
- Music licence fees.
- Gym inductions, e.g.:
 - o policies and procedures in an organisation
 - o booking in
 - o single client induction or group inductions
 - o mandatory or optional inductions for clients
 - o adapting inductions for individuals and small groups (maximum of five)
 - o facility walk-through, e.g. gym floor, class studios, cardiovascular machines, resistance equipment.

Learning aim D: Explore the types of exercise and exercise equipment in health and fitness

Students will know about the different types of exercise and exercise equipment used in health and fitness and how to perform each exercise safely and effectively, giving appropriate demonstration and teaching points associated with each exercise.

D1 Cardiovascular equipment

- Different types of cardiovascular equipment and exercise, e.g.:
 - o upright cycle
 - o recumbent cycle
 - o treadmill
 - o stepper
 - o rowing machine
 - o elliptical trainer
 - o cross-trainer.

D2 Fixed resistance equipment

- Different types of fixed resistance equipment and exercises, e.g.:
 - o seated chest press
 - o bench press
 - o pec dec
 - o shoulder press
 - o triceps press
 - o leg press

- o seated knee extension
- o lying leg curl
- o seated leg curl.

D3 Body weight exercises

- Different types of body weight exercises, e.g.:
 - o press-ups
 - o lunge
 - o squat
 - o abdominal curl
 - o plank
 - o prone back raise
 - o tricep dips.

D4 Free weights

- Different types of free weights and exercises.
- Dumbbells, e.g.:
 - o lateral raise
 - o prone flye
 - o single arm triceps press
 - o bicep curl
 - o lunge
 - o squat.
- Barbell, e.g.:
 - o upright row
 - o bench press
 - o supine triceps press
 - o bicep curl
 - o lunge
 - o deadlift
 - o squat.
- Safe lifting.
- Safe passing.
- Spotting techniques.

D5 Mat-based exercises

- Different types of mat-based exercises, e.g.:
 - o mats abdominal exercise
 - o functional exercise
 - o flexibility static stretching to stretch the main muscles
 - o mobility mobilisation of joints exercises.

Assessment criteria

Learning aim A: Explore personal skills and professional behaviours for working in the health and fitness industry

Pass	Merit	Distinction
 A.P1 Explain ways to portray a professional image in the health and fitness industry A.P2 Explain how to work effectively as a member of a team and the mentoring process in the health and 	A.M1 Assess the importance of portraying a professional image, teamwork and mentoring in the health and fitness industry A.M2 Assess sustainable practice in a health and	A.D1 Evaluate a health and fitness provider and how it portrays a professional image and carries out sustainable practices, justifying areas for improvement
A.P3 Explain sustainable practices that can be carried out in the health and fitness industry	fitness industry provider	

Learning aim B: Explore ways to maximise participants' health and fitness experience

Pass	Merit	Distinction
B.P4. Explain the health and fitness provision for participants in the local area	B.M3 Assess the health and fitness provision of participants in the local area	B.D2 Evaluate the health and fitness provision in a local area and how it meets the needs of participants in that area, justifying recommendations for improvement
B.P5 Demonstrate effective customer communication and customer service skills	B.M4 Explain 3 methods used to manage conflict with customers	
B.P6 Demonstrate 3 methods to manage conflict with customers		

Learning aim C: Examine legislation and health and safety in health and fitness

Learning aim D: Explore the types of exercise and exercise equipment in health and fitness

Pass	Merit	Distinction
 C.P7 Explain legal and regulatory requirements in health and fitness C.P8 Complete a risk assessment for exercise participation in a health and fitness environment C.P9 Demonstrate appropriate cleaning methods and processes to maintain a clean and safe 	C.M5 Explain how they have carried out a risk assessment and reasons for the inclusion of controls for identified risks C.M6 Explain the processes used for maintaining a clean and safe exercise environment	C.D3 Evaluate how risk assessments, maintaining a clean and safe exercise environment and teaching points help to maintain client safety in an exercise environment
exercise environment		
D.P9 Explain different types of equipment and 2 different types of exercise for cardiovascular, fixed resistance machines, free weights, functional and flexibility exercises	D.M7 Explain the teaching points used for each type of exercise to support participants' safe and effective exercise techniques	
D.P10 Demonstrate correct use of equipment and technique for cardiovascular, fixed resistance machines, free weights, functional and flexibility exercises		

Transferable skills

Managing Yourself	Effective Learning	Interpersonal Skills	Solving Problems
MY – TPR*	EL – MOL	IS – WC	SP – CT
MY – PS&R	EL – CL	IS – V&NC	SP – PS
MY – COP	EL – SRS	IS – T *	SP – C&I
MY – PGS	EL – PRS	IS – C&SI	

Table key

*	Signposted as part of learning. Requires additional assessment for student to achieve this TS
\checkmark	TS embedded and achieved on completion of the AC
Blank	TS not embedded or signposted in unit

Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence.

There is a maximum number of three summative assignments for this unit.

The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.P2, A.P3, A.M1, A.M2, A.D1)

Learning aim: B (B.P4, B.P5, B.P6, B.M3, B.M4, B.D2)

Learning aims: C and D (C.P7, C.P8, C.P9, C.M5, C.M6, C.D3, D.P9, D.P10, D.M7)

Further information for teachers and assessors

Resource requirements

For this unit, students must have access to:

- gym equipment, to include cardiovascular machines, free weights and fixed weights
- recording equipment, such as a video camera, a tablet, a voice recorder
- suitable exercise facilities and equipment; for example, a gym with cardiovascular equipment, fixed resistance machines and free weights.

Essential information for assessment decisions

Learning aim A

For distinction standard, students will carry out an evaluation, exploring the strengths and areas for development of their experience of a health and fitness industry provider. They will evaluate the professional image portrayed by at least two members of staff and the sustainable practice observed at the provider. They will recommend areas for improvement for portraying a professional image and ways to improve sustainable practices, giving reasons for each area of improvement.

For merit standard, students will provide an assessment of the benefits and any limitations of ways a health and exercise professional can portray a professional image when working in the health and fitness industry, teamwork and the mentoring process, and how these can impact how effective a health professional can be when working in the health and fitness sector. They will also provide an assessment of the benefits and any limitations of different methods of sustainable practice in the health and fitness industry.

Students will be able to explain a range of teamwork skills and how they are used to be an effective member of a team to support cohesive working practices in the health and fitness sector. They will also be able to explain the role of the mentor and the mentoring process.

Students will be able to explain ways in which the health and fitness industry can follow sustainable practice and give examples of how a health and fitness provider could support methods to reduce energy, waste and pollution.

For pass standard, students will provide an overview of a range of ways a health and exercise professional can portray a professional image when working in the health and fitness industry. They will explain the professional boundaries and how to work within these boundaries, what codes of conduct are. making reference to at least one relevant code of conduct in the health and fitness industry, and be able to explain the process of flow of how to refer clients to other professionals when they require services or support beyond their own level of competence when working as a personal trainer or fitness instructor in the health and fitness industry. They will also be able to explain what self-reflection and evaluation are, ways these are carried out, and how they help to support personal development.

Students will be able to explain a range of teamwork skills and how they are used to be an effective member of a team to support cohesive working practices in the health and fitness sector. They will also be able to explain the role of the mentor and the mentoring process.

Students will be able to explain ways in which the health and fitness industry can follow sustainable practice and give examples of how a health and fitness provider could support methods to reduce energy, waste and pollution.

Learning aim B

For distinction standard, students will evaluate the provision of health and fitness in the local area, giving the strengths and areas for development. They will give suggestions on how the local health and fitness provision can be improved to meet the needs of participants in the local area, giving sound reasoning for their suggestions.

For merit standard, students will assess the provision of health and fitness in the local area and explore the areas where the health and fitness provision meets the expectations and requirements of participants in the local area and areas for development in order to improve the provision in the local area.

Students will give reasons for what they did when they took part in conflict resolution with customers in three different situations in order to successfully resolve the identified conflict.

For pass standard, students will explore the provision of health and fitness in the local area. They will explain the local demographics and their expectations and requirements for health and fitness and make links to show how the local provision is meeting participants in the local area's needs. Students will take part in real or simulated situations to demonstrate their customer service skills. They will be able to take part in three different methods of engaging with customers and demonstrate effective methods of communicating with the customer, adapting the method of communication to meet the participant's needs.

They will also take part in real or simulated situations to demonstrate their ability to manage conflict with customers. Leaners will demonstrate effective management of conflict with customers in three different situations, following appropriate strategies for conflict resolution. For each situation, the student will determine if they need to seek support and demonstrate how they would seek support and identify the role of the person that they are seeking support from if required in order to resolve the conflict with a customer.

Learning aims C and D

For distinction standard, students will evaluate the benefits and limitations of risk assessments and the process of maintaining a clean and safe exercise environment and the use of teaching points from a fitness professional to help to keep participants safe when taking part in different types of exercise.

For merit standard, students will be able to explain the content of a risk assessment that they have carried out, giving reasons for how the controls help to mitigate the identified risks. Students will also explain what they have done in relation to the cleaning methods chosen and how they have been able to maintain a clean and safe exercise environment.

Students will explain how the teaching points they have used when demonstrating the correct use of equipment for each type of exercise helps clients to perform the correct technique for each exercise and reduce the risk of injury.

For pass standard, students will be able to explain legal and regulatory requirements listed in the unit content and how each apply when working in the health and fitness industry. They will complete a risk assessment for an identified exercise in a health and fitness environment, identifying hazards, risks and controls of identified risks. Students will check and maintain an exercise environment to ensure it is safe for clients to use. They will use appropriate cleaning equipment and products to maintain the cleanliness of the exercise environment.

Students will demonstrate the correct and safe way to perform cardiovascular exercises, resistance exercise (fixed weights and free weights), functional exercises, flexibility exercises and mobility exercises. They will show that they understand how to use the different types of equipment used for each type of exercise and why a particular piece of equipment may be preferable to another.

Links to other units

This assessment for this unit should draw on knowledge, understanding and skills developed from:

- Unit 1: Careers in the Health and Fitness Industry
- Unit 2: Health, Wellbeing and Physical Activity
- Unit 4: Client Screening and Health and Fitness assessment
- Unit 7: Circuit Training
- Unit 8: Personal Training Methods and Programming

Employer involvement

This unit would benefit from employer involvement in the form of:

- talks from local health education professionals and health fitness instructors
- visits to leisure centres, outdoor pursuits providers, health and fitness centres and outdoor recreation providers.

Unit 4: Client Screening and Health and Fitness Assessment

Level: 3

Unit type: Internal

Guided learning hours: 90

Unit in brief

Students explore the process and carry out client health screening and fitness testing and interpret the results for a specific purpose.

Unit introduction

In this unit you will gain an understanding of the health screening and health-monitoring methods used to ensure the safe participation of clients when taking part in exercise. You will also explore fitness testing to gain an understanding of a client's baseline fitness measures. This helps to determine which components of fitness the client has high levels of and areas that they need to improve for health and wellbeing but also to help them to achieve any sport- or physical-activity related goals.

Fitness testing can be carried out in a health club setting or sports facility. Clients are screened for contraindications to exercise, and fitness testing enables the instructor to determine baseline measures, using the results as a basis for exercise programme design.

You will develop the skills and knowledge to be able to follow fitness test protocol, taking into account test validity and reliability. You will develop skills to be able to administer fitness tests in a safe and effective manner, interpret results against recommended values and provide feedback on how fitness levels can be improved.

Learning aims

In this unit you will:

- **A** Explore the process of carrying out health screening techniques with a client
- **B** Explore the process of client fitness testing
- **C** Interpret and feed back the results of fitness tests and health screening techniques for a client

Summary of unit

Learning aim	Key content areas	Assessment approach
A Explore the process of carrying out health screening techniques with a client	A1 Health screening questionnaires	Administering health screening, health monitoring tests fitness testing process, identifying
	A2 Health monitoring tests	
	A3 Administering health monitoring tests	and referring clients to medical professionals and
	A4 Identifying risks and referring clients	recommendations for lifestyle improvement and
B Explore the process of client fitness testing	B1 Benefits of fitness testing	physical activity.
	B2 Fitness tests for different components of fitness	
	B3 Selecting fitness tests to meet clients' needs	
	B4 Administering fitness tests	
C Interpret and feed back the results of fitness tests and health screening techniques for a client	C1 Interpret results against normative data	
	C2 Strategies to improve health and fitness	
	C3 Feeding back health screening and fitness test results to a client	

Content

The essential content is set out under content areas. Students must cover all specified content before the assessment. All topics require students to apply knowledge, analyse and evaluate.

Learning aim A: Explore the process of carrying out health screening techniques with a client

A1 Health screening questionnaires

- Lifestyle questionnaire smoking, alcohol intake, nutrition, physical activity levels, physical activity preferences, body weight, sleep, stress levels, work patterns, methods of travel, intrinsic and extrinsic motivations, social support.
- PAR-Q.
- Youth Specific PAR-Q.
- Health commitment statement.
- Organisation-devised methods.
- Parent/guardian consent for under 16-year-old participants.
- Client consultation, e.g.:
 - o questioning
 - o listening
 - o non-verbal communication
 - o client confidentiality.
- Informed consent.
- Gym/centre etiquette consent.

A2 Health monitoring tests

- Resting heart rate.
- Resting blood pressure.
- Body composition, e.g. waist-to-hip ratio, body mass index, skin fold testing, Bioelectrical Impedance Analysis.
- Postural assessment static and dynamic postural analysis, optimal postural alignment, postural deficiencies/deviations abnormal degrees of curvature of the spine (lordosis, scoliosis, kyphosis).
- Adolescents screening should be carried out by a qualified youth physical activity instructor.
- Contraindications and limitations for testing.

A3 Administering health monitoring tests

- Health and safety risk assessment, knowledge of duty of care.
- Checking equipment and setting up equipment.
- Test protocols.
- Informed consent.
- Recording results documentation.
- Preparing the client for the test.
- Communication with the client:
 - o verbal communication language used, pitch, tone, speed, volume
 - o non-verbal communication body language, gestures, facial expressions
 - o understanding the client and their needs, e.g. age, level of knowledge or experience, culture, personal interests, accessibility needs
 - o ways of building rapport with a client, e.g. use of eye contact, humour, voice modulation and pacing, mirroring
 - adapting communication style to meet client needs, e.g. changing speed,
 volume and choice of vocabulary depending on needs, varying use of jargons and acronyms
 - o use of visual aids, e.g. leaflets, cards etc.
 - o active listening and how to demonstrate active listening, e.g. maintaining eye contact, providing verbal and non-verbal feedback, mirroring, checking understanding, including asking questions to clarify and confirm understanding, identifying the key information to take-away, maintaining focus on the interaction.
- Maintaining client's dignity.
- Test sequence.
- Test protocols.
- Supporting client through the testing process, e.g. motivational language, positive reinforcement, listening.
- Recording test results.
- Reasons to terminate a health monitoring test.
- Professional conduct, decency and confidence.

A4 Identifying risks and referring clients

- Tools to risk stratify clients:
 - o Irwin and Morgan traffic light system, other national/international evidence-based tools, national/locally agreed protocols/referral/care pathways.
- Factors that indicate that a client is at 'low, medium or high risk' of an adverse event occurring during exercise/propensity for risk.
- Absolute contraindications to exercise.
- Referring clients to medical professional with past or present injuries, disabilities, medically controlled diseases or health conditions, e.g. doctors, physiologists, physiotherapists, occupational therapists, strength and conditioning coach, dietician/ nutritionists, exercise referral instructors, sports therapist, sports psychologist.
- Referring post-natal women, e.g. with stress incontinence, pelvic floor muscle weakness, lower abdominal or pelvic floor area, groin, low back pain or difficulty walking, abdominal muscle weakness, excessive abdominal doming, abdominal muscle separation or softness/sinking at the umbilical mid-line, umbilical hernia.
- Data protection and client confidentiality:
 - o storing of data
 - o disposal of confidential data.

Learning aim B: Explore the processes of client fitness testing B1 Benefits of fitness testing

- Identify components of fitness that need to be improved.
- Give a benchmark from which to measure improvement.
- Fitness programme design.
- Educate individuals about health and fitness.

B2 Fitness tests for different components of fitness

- Aerobic endurance:
 - o sub-maximal tests, e.g. Cooper's 12-minute run, Rockport walking test
 - o maximal tests, e.g. multi-stage fitness test.
- Muscular endurance, e.g. 1 minute press-up test, 1 minute sit-up test.
- Muscular strength, e.g. grip dynamometer, 1 Rep max.
- Flexibility, e.g. sit and reach test.
- Speed, e.g. sprint tests.
- Power, e.g. vertical jump test.

B3 Selecting fitness tests to meet clients' needs

- Validity fitness test measures the targeted component of fitness.
- Reliability.
- Suitability for client, e.g. fitness levels, individual preferences.
- Wider issues:
 - o cost
 - o time: duration and specificity
 - o equipment requirement
 - o facility requirements
 - o complexity and skills level of person carrying out test
 - o type of person receiving the test
 - o practicality of tests.

B4 Administering fitness tests

- Pre-test procedures.
- Informed consent.
- Fitness test sequence when administering a number of fitness tests.
- Test protocols and equipment set-up.
- Health and safety risk assessment, PPE if required.
- Preparing the client for the fitness test, e.g. check clothing and footwear, check client has met the pre-test requirements, warm-up.
- Recording results documentation.
- Supporting and checking client throughout the testing process.
- Recording test results.
- Professional conduct, decency and confidence.
- Reasons to terminate a fitness test.
- Completion of the fitness test process:
 - o supporting and checking client
 - o cool-down
 - o after-care advice to client, e.g. rehydration, rest
 - o cleaning and putting away equipment.

Learning aim C: Interpret and feed back the results of fitness tests and health screening techniques for a client

C1 Interpret results against normative data

- Compare and make judgements, e.g.:
 - o population norms
 - o norms for sports performers
 - o norms for elite athletes
 - o accepted health ranges and national guidelines
 - o optimal health ranges
 - o zones and tolerance
 - o medical referral
 - o individuals' goals
 - o connections between results.

C2 Strategies to improve health and fitness

- Meeting physical activity guidelines, e.g. fat-burning activities, national initiatives, e.g. Park Run.
- Reducing sedentary time, e.g. getting outdoors, taking active breaks between online meetings, standing desks.
- Relaxation techniques, e.g. breathing techniques, meditation, mindfulness.
- Flexibility and core strength activities, e.g. yoga, Pilates.
- Healthy eating using current recommended government guidelines including credible sources for making good food choices, e.g. eating five fruit and vegetables a day, reducing processed food intake, healthy snacks, gut biome.
- Alcoholic drink intake in line with government recommendations.
- Changing sleeping habits to ensure getting enough sleep, e.g. using an app to track sleep, reduce blue light.
- Counselling.
- Support groups.

C3 Feeding back health screening and fitness test results to a client

- Sensitivity during difficult conversations.
- Assessing the facts and asking extension questions.
- Appropriate choice of location to feed back.
- Interpreting test scores using comparisons to national data.
- Identification of strengths and areas for improvement.

- Making links to physiological and psychological factors.
- Reassessments to monitor client progress and achievement of goals.
- Recommendations:
 - o ways of improving results
 - o considerations of lifestyle, exercise and/or diet
 - o onward referrals to professionals
 - o emergency steps.

Assessment criteria

Learning aim A: Explore the process of carrying out health screening techniques with a client

Learning aim B: Explore the processes of client fitness testing

Pass	Merit	Distinction
A.P1 Design and administer health screening questionnaires demonstrating effective communication skills with an individual [IS – V&NC] A.P2 Safely administer health monitoring tests demonstrating effective communication skills with an individual [IS – V&NC] A.P3 Explain the process of identifying risks and reasons why clients may be referred to a medical professional	A.M1 Explain the design of health screening questionnaires and procedures A.M2 Assess the reasons for health monitoring and fitness testing with individuals prior to exercise participation	AB.D1 Evaluate the selection of health screening and fitness testing for a selected individual
B.P4 Describe a fitness test that can be used for each component of fitness	B.M3 Assess the fitness test selected for each component of fitness	
B.P5 Select and safely administer 4 different fitness tests demonstrating effective communication skills with an individual [IS – V&NC]	B.M4 Assess the appropriateness of the 4 selected fitness tests for a selected individual	

Learning aim C: Interpret and feed back the results of fitness tests and health screening techniques for a client

Pass	Merit	Distinction
C.P6 Interpret health screening questionnaires, health monitoring and fitness testing results for an individual, identifying strengths and areas for improvement	C.M5 Assess the strengths and areas for improvement based on information from results of health screening, health monitoring tests and fitness tests for an individual	c.D2 Evaluate client health screening, health monitoring and fitness testing results and justify lifestyle and exercise recommendations to improve their health
C.P7 Give feedback to an individual following health screening, health monitoring and fitness testing, describing their strengths and areas for improvement	C.M6 Assess lifestyle and exercise recommendations for an individual to improve their health and fitness	and fitness
C.P8 Give lifestyle and exercise recommendations for an individual to improve their health and fitness		
C.P9 Demonstrate effective communication skills to build rapport with an individual when feeding back test results and lifestyle and exercise recommendations [IS – V&NC]		

Transferable skills

Managing Yourself	Effective Learning	Interpersonal Skills	Solving Problems
MY – TPR	EL – MOL&M	IS – WC	SP – CT
MY – PS&R	EL – CL	IS – V&NC √	SP – PS
MY – COP	EL – SRS	IS – T	SP – C&I
MY – PGS	EL – PRS	IS – C&SI	

Table key

*	Signposted as part of learning. Requires additional assessment for student to achieve this TS
\checkmark	TS embedded and achieved on completion of the AC
Blank	TS not embedded or signposted in unit

Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aims: A and B (A.P1, A.P2, A.P3, A.M1, A.M2, B.P4., B.P5, B.M3, B.M4, AB.D1)

Learning aim: C (C.P6, C.P7, C.P8, C.P9, C.M5, C.M6, C.D2)

Further information for teachers and assessors

Resource requirements

Effective delivery of this unit will require a range of health screening questionnaires and health monitoring testing equipment, including methods to monitor resting heart rate, e.g. heart rate monitor, electric sphygmomanometer and normative data for the interpretation of test results.

Essential information for assessment decisions

Learning aims A and B

For distinction standard, students will evaluate the choice of questionnaires and main themes covered in the questionnaires, the health monitoring tests that were carried out and fitness tests selected in the health screening and fitness testing process with their client. They will be able to relate the choice of all of these specifically to the individuals' needs based on information provided in the screening process. Students will also provide a comprehensive overview of the strengths and any areas for developments in their choice of fitness tests, to confirm why the selected fitness tests were the most suitable for their client.

For merit standard, students will have selected the most appropriate methods for health screening for their client, in order to gain the maximum amount of information and understanding of their lifestyle and exercise aims, and provide reasons for their choice of the health screening questionnaires design. They will have a clear understanding of why health monitoring testing is carried out prior to exercise participation, giving reasons for the benefits of this process as well as any negative aspects of this process. They will be able to explore the benefits and limitations of the fitness tests that they have selected to carry out for their client.

For pass standard, students will prepare appropriate health screening questionnaires and conduct health screening procedures for one individual. The health screening procedure should cover the safe administration and interpretation of four health monitoring tests selected for the individual. Students will select and safely administer four different fitness tests for a selected individual and record the findings. Students

will describe one fitness test for each component of physical fitness. Students must be aware of, and adhere to, reasons for health monitoring or fitness test termination.

When students are administering the health monitoring tests they will demonstrate that they can use verbal communication skills effectively, adapt their verbal and non-verbal communication style to meet the needs of different individuals and are able to use active listening skills and check understanding with an individual when administering health screening questionnaires, health monitoring and fitness tests.

Learning aim C

For distinction standard, students will provide a detailed evaluation of the results of the health screening questionnaire, health monitoring and fitness test of an individual, referring to normative values to confirm the client's current status related to their health and fitness. Value judgements about the strengths and areas for improvement should be made. Students will evaluate the results and provide recommendations for lifestyle improvement for the individual, giving reasons for each recommendation which are related directly to the individual's specific needs.

For merit standard, students will provide an assessment of the health screening questionnaires, health monitoring tests results and fitness test results using normative values and provide an assessment of any lifestyle concerns and exercise requirements of the individual. They will review the strengths and weaknesses of selected lifestyle choices and exercises that they have recommended to improve the health and fitness of the individual, taking into account the needs of the individual.

For pass standard, learners will interpret the health screening questionnaire, health monitoring test results and fitness test results in terms of any lifestyle concerns and exercise requirements of the individual. They will explain any requirements for the individual to help them to exercise safely in relation to the information supplied in the screening processes. They should feedback the results from screening and demonstrate the ability to provide sensitive feedback and any relevant healthy lifestyle advice to clients, including healthy eating using current government guidelines, based on collected information and test results/'norms'. When learners are feeding back to the client and providing recommendations they will demonstrate that they can build a rapport with the individual using verbal communication skills effectively and demonstrate that they can adapt their verbal and non-verbal communication style to meet the needs of the individual and they are able to use active listening skills and checks understanding with an individual.

Links to other units

This assessment for this unit should draw on knowledge, understanding and skills developed from:

- Unit 2: Health, Wellbeing and Physical Activity
- Unit 3: Professional Personal Trainer Practice
- Unit 9: Nutrition for Personal Training

Employer involvement

This unit would benefit from employer involvement in the form of:

- talks from local health education professionals and health fitness instructors
- fitness assessment demonstrations
- health screening workshops
- visits to health and fitness centres and public services physical training departments.

Unit 5: Anatomy, Physiology and Kinesiology for Personal Training

Level: 3

Unit type: Internal

Guided learning hours: 90

Unit in brief

Students explore the structure and function of the skeletal, muscular, cardiovascular and respiratory systems and develop an understanding of the fundamentals of the energy systems.

Unit introduction

In this unit you will explore the anatomy and physiology of the main body systems involved in participation in exercise and how they respond to exercise both in the short and long term. You will also explore kinesiology, which examines how the body moves, and also the effect of hot and cold climates on exercise and physical activity. As a health and fitness professional it is vital that this knowledge is understood so that exercise sessions and exercise programmes can be produced that meet the needs of these body systems to maximise health and safety for the client as well as help clients to achieve their goals.

You will study the structure of the skeletal, muscular, cardiovascular, respiratory digestive and endocrine systems. The human anatomy of these systems is very different, but in terms of operation, each system is implicitly linked. You will take part in practical activities and conduct physiological tests to see how each of the body systems reacts. You will investigate the physiology of exercise participation which will help you to explore how the musculoskeletal, cardiorespiratory and energy systems become more efficient in response to different types of exercise. You will also explore planes of movement, anatomical terms and how different variables affect the way the body moves.

Learning aims

In this unit you will:

- **A** Examine the function of the musculoskeletal system and how it responds to exercise and physical activity
- **B** Examine the function of the cardiorespiratory system and how it responds to exercise and physical activity
- **C** Explore the energy and digestive systems and their response to exercise and physical activity
- **D** Explore the nervous and endocrine systems and their response to exercise and physical activity
- **E** Explore the principles of biomechanics and environmental factors affecting exercise and physical activity

Summary of unit

Learning aim	Key content areas	Assessment approach
A Examine the function of the musculoskeletal system and how it responds to exercise and physical activity	 A1 Structure and function of the skeletal system A2 Structure and function of joints A3 Bone structure and growth A4 Structure of the muscular system A5 Function of muscular system A6 Muscle fibre types A7 Musculoskeletal responses to exercise A8 Musculoskeletal system in special populations 	A written report evaluating the structure and function of the musculoskeletal and cardiorespiratory systems, and how this produces effective movement, including the effects of acute- and long-term exercise on the systems.
B Examine the function of the cardiorespiratory system and how it responds to exercise and physical activity	B1 Structure of the cardiovascular system B2 Function of the cardiovascular system B3 Structure of the respiratory system B4 Function of the respiratory system B5 Lung volumes and control of breathing B6 Cardiorespiratory system responses to exercise	
c Explore the energy and digestive systems and their response to exercise and physical activity	C1 Structure and function of the digestive system C2 Energy systems C3 Energy and digestive systems response to exercise	A presentation evaluating the energy, digestive, nervous and endocrine systems and the effects of exercise on each system.

Learning aim	Key content areas	Assessment approach
D Explore the nervous and endocrine systems and their response to exercise and physical activity	D1 Nervous system	
	D2 Endocrine system	
	D3 Nervous and endocrine systems response to exercise	
	D4 The nervous system in special populations	
E Explore the principles of biomechanics and environmental factors affecting exercise and physical activity	E1 Planes of movement	A written report reviewing
	E2 Anatomical terms	the principles of biomechanics and kinesiology and how these principles are applied to participation in exercise.
	E3 The effect of exercise variables on biomechanics and kinesiology	
	E4 Exercising in excessive heat	
	E5 Exercising in extreme cold	

Content

The essential content is set out under content areas. Students must cover all specified content before the assessment. All topics require students to apply knowledge, analyse and evaluate.

Learning aim A: Examine the function of the musculoskeletal system and how it responds to exercise and physical activity

A1 Structure and function of the skeletal system

- Axial skeleton.
- Appendicular skeleton.
- Types of bone:
 - o long bones
 - short bones
 - o flat bones
 - o irregular bones
 - o sesamoid bones.
- Location of major bones:
 - o cranium
 - o clavicle
 - o ribs
 - o sternum
 - o humerus
 - o radius
 - o ulna
 - o scapula
 - o ilium
 - o pubis
 - o ischium
 - o carpals
 - o metacarpals
 - o phalanges
 - o femur
 - o patella
 - o tibia
 - o fibula

- o tarsals
- o metatarsals
- o vertebral column:
 - cervical vertebrae
 - thoracic vertebrae
 - lumbar
 - vertebrae
 - sacrum
 - COCCYX.
- Posture curves of the spine, neutral spine alignment, movement potential of the spine and postural deviations of the spine.
- Function of the skeletal system:
 - o support
 - o protection
 - o attachment for skeletal muscle
 - o source of blood cell production
 - o store of minerals
 - o movement/leverage.

A2 Structure and function of joints

- Fixed.
- Slightly moveable.
- Synovial/freely moveable:
 - o types hinge, ball and socket, condyloid, saddle, gliding
 - o structures joint capsule, synovial membrane, synovial fluid, ligaments, tendons, hyaline cartilage, fibrocartilage
 - o range of movement at each joint
 - o range of movement at the spine.
- Types of joint movement:
 - o flexion and extension
 - o adduction and abduction
 - o circumduction
 - o supination and pronation
 - o plantar flexion and dorsiflexion
 - o lateral flexion and extension
 - o horizontal flexion and extension

- o elevation and depression
- o inversion and eversion.
- Joint stability:
 - o passive and active structures
 - o shock absorption, e.g. natural curves of the spine
 - o ligaments.

A3 Bone structure and growth

- Structure of bone:
 - o compact bone
 - o cancellous/spongy bone
 - o articular cartilage
 - o epiphysis
 - o diaphysis
 - o periosteum
 - o epiphyseal plates
 - o bone marrow.
- Bone growth and remodeling:
 - o osteoclasts and osteoblasts
 - o vitamin D
 - o calcium
 - o hormones involved in bone remodeling (oestrogen).

A4 Structure of the muscular system

- Muscle fibres, myofibrils, sarcomere, actin, myosin, troponin.
- Location and action of the major muscles:
 - o biceps
 - o triceps
 - o deltoids
 - o rotator cuff sits (s: supraspinatus i: infraspinatus t: teres minor s: subscapularis)
 - o shoulder girdle: levator scapulae, pectoralis minor, serratus anterior, trapezius, rhomboids major/minor, teres major
 - o spinal extensors: erector spinae, iliocostalis, longissimus, spinalis, multifidus, quadratus lumborum
 - o hip flexors (iliopsoas): iliacus, psoas major
 - o adductors: magnus, brevis, longus, pectineus, gracilis, sartorius
 - o abductors: gluteus medius, gluteus minimus, piriformis, tensor fascia latae

- o abdominals: internal and external obliques, transversus abdominus, rectus abdominis
- o core and pelvic floor muscles
- pectoralis major
- o rectus femoris
- o vastus lateralis
- o vastus medialis
- o vastus intermedius
- o semimembranosus
- o semitendinosus
- o biceps femoris
- o gastrocnemius
- o soleus
- o tibialis anterior
- o teres major
- o trapezius
- o latissimus dorsi
- o obliques
- o gluteus maximus.
- Types of muscle:
 - o cardiac
 - o skeletal
 - o smooth.
- Tendons structure and function.
- Ligaments structure and function.

Structure of skeletal muscle.

A5 Function of muscular system

- The principles of muscle action and contraction, to include:
 - o muscles cross joints
 - o muscles-only pull
 - o contraction along the line of fibres.
- Sliding filament theory actin, myosin, cross bridge, energy (ATP to break cross bridges), troponin.
- Structure and function of the pelvic floor muscles and associated muscles and ligaments.

- Types of muscle action concentric, eccentric, isometric, isokinetic.
- Joint actions brought about by specific muscle group contractions:
 - o muscle responsible for the type of movement for different exercises flexion and extension, adduction and abduction, circumduction, supination and pronation, plantar flexion and dorsiflexion, lateral flexion and extension, horizontal flexion and extension, elevation and depression, inversion and eversion.
- Movement:
 - o antagonistic pairs
 - o agonist
 - o antagonist
 - o fixator.
- Synergist.
- Types of contraction:
 - o isometric
 - o concentric
 - o eccentric
 - o isokinetic.

A6 Muscle fibre types

- Characteristics of the three muscle fibre types:
 - o Type I slow twitch
 - o Type II a fast oxidative glycolytic
 - o Type II b fast glycolytic
 - o types of exercises each fibre type is associated with.

A7 Musculoskeletal responses to exercise

- The effect of weight-bearing exercise on bones transmission of stress caused by impact, body weight, increased bone density.
- The effect of non weight-bearing exercise on bones reduced stress on joints, does not stimulate increase in bone density.
- Joint stability active stability at joints at risk spine, shoulder, shock absorption.
- Musculoskeletal response to acute exercise:
 - o weight-bearing exercise
 - o muscular strength and endurance exercise (MSE)
 - o MSE continuum
 - o responses of osteoblasts and osteoclasts
 - o delayed onset of muscle soreness (DOMS) causes and effects.

- Increased blood supply to muscles.
- Increase in muscle pliability.
- Increased range of movement.
- Muscle fibre micro tears.
- Musculoskeletal response to chronic exercise:
 - o resistance-based exercise:
 - o hypertrophy
 - o muscle balance
 - o increase in tendon strength
 - o increased muscle strength
 - o increased tolerance to lactic acid
 - o increase in bone calcium stores
 - o increased thickness of hyaline cartilage
 - o aerobic-based exercise:
 - o increase in myoglobin stores
 - o desensitisation and lengthening of muscle tissues (muscle creep)
 - o reduced risk of musculoskeletal disease, e.g. osteoporosis
 - o improved posture.
- Responses to overuse, underuse and misuse, e.g. shortening/weakening, altered roles/synergists becoming prime movers etc.

A8 Musculoskeletal system in special populations

- Adolescent growing pains, development of peak bone mineral density, common overtraining/overuse injuries, e.g. jumper's knee.
- Ante- and post-natal women postural changes forward flexed with shoulder girdle protraction, thoracic kyphosis, long, weak upper back extensors, short tight pectoral muscles are prone to neck and shoulder pain. Effect of pregnancy on joint alignment and posture – hormonal changes increase risk of injury, joint misalignment, muscle imbalance and motor skills decline.
- Older adult the ageing process on bone remodeling, joints, muscle strength, power, bone density, reduced flexibility and mobility, potential for injury/aggravation of postural problems from core stability exercises.

Learning aim B: Examine the function of the cardiorespiratory system and how it responds to exercise and physical activity

B1 Structure of the cardiovascular system

- Location of the heart.
- Structure of the cardiovascular system:
 - o right atria
 - o left atria
 - o right ventricle
 - o left ventricle
 - o valves in the heart bicuspid, tricuspid, semilunar
 - o blood vessels arteries, arterioles, capillaries, venules, veins.

B2 Function of the cardiovascular system

- Blood flow through the heart.
- One-way valves in the heart.
- Cardiac cycle systole and diastole.
- Red blood cells contain hemoglobin which transports oxygen to the muscles.
- Function of arteries, veins and capillaries.
- Blood vessels leading into and out of the heart:
 - o aorta
 - o vena cava
 - o pulmonary artery
 - o pulmonary vein
 - o systemic circulation.
- Pulmonary circulation.
- Function of blood:
 - o deliver oxygen attached to hemoglobin in red blood cells to the body tissues
 - o deliver nutrients to the body
 - o remove waste products
 - o thermoregulation.
- Blood pressure systolic and diastolic blood pressure, normal, hypertension and hypotension pressure classifications.

B3 Structure of the respiratory system

- Location of the lungs.
- Trachea.
- Bronchus.
- Bronchioles.
- Alveoli.
- Diaphragm.
- Thoracic cavity.
- Visceral pleura.
- Thoracic pleura.
- Pleural fluid.
- Intercostal muscles.
- Passage of air through the respiratory tract.

B4 Function of the respiratory system

- Mechanics of breathing action of the diaphragm.
- Main muscles involved in breathing.
- Gaseous exchange of oxygen and carbon dioxide in the body.
- Link between the heart, lungs and muscles.

B5 Lung volumes and control of breathing

- Tidal volume.
- Vital capacity.
- Residual volume.
- Neural control.
- Chemical control.
- Chemoreceptors.

B6 Cardiorespiratory system responses to exercise

- Response to acute exercise:
 - o anticipatory increase in heart rate
 - o increase in heart rate
 - o increase in breathing rate and tidal volume
 - o blood redistribution
 - o venous return and the implications of 'blood pooling' on the exercise session.
- Cardiorespiratory responses to chronic aerobic exercise:
 - o cardiac hypertrophy
 - o increase in stroke volume
 - o increase in cardiac output
 - o decrease in resting heart rate
 - o capillarisation
 - o increase in blood volume
 - o reduction in resting blood pressure
 - o neural and chemical control
 - o increase vital capacity
 - o decreased recovery time
 - o increased VO2 max
 - o reduced risk of cardiorespiratory-related diseases, e.g. CHD, high blood pressure.
- Cardiorespiratory system differences between special population groups including children/young people, ante-/post-natal and older adults.

Learning aim C: Explore the energy and digestive systems and their response to exercise and physical activity

C1 Structure and function of the digestive system

- Structure and function of each part of the digestive system mouth, esophagus, stomach, small intestine, large intestine.
- Digestion of fats, proteins, carbohydrates, main enzymes involved.
- Dietary fibre sources and function.
- Function of the liver in digestion.
- Function of the pancreas in digestion.
- Timescales for digesting different macronutrients.

- The effect of healthy eating on the body systems, e.g. lowering cholesterol levels and the effect on the cardiovascular system, anti-inflammatory foods.
- Fluid in digestion.

C2 Energy systems

- The role of Adenosine Triphosphate (ATP).
- Phosphocreatine.
- Lactic acid system and anaerobic glycolysis.
- Aerobic energy system-structure and role of mitochondria.
- Amount of ATP produced by each system.
- Use of carbohydrates, fats and proteins in the production of ATP.

C3 Energy and digestive systems response to exercise

- Response to acute exercise:
 - o exercise and sports that use these systems to provide energy
 - o oxygen demands of different activities
 - o energy systems used at the onset of exercise
 - o energy systems used at steady state
 - o aerobic/anaerobic continuum
 - o anabolism and catabolism
 - o fatigue from by-products of the energy systems.
- Recovery from acute exercise:
 - o recovery time for each energy system
 - o EPOC, oxygen debt, oxygen deficit.
- Response to chronic exercise:
 - o increased use of fat as a fuel
 - o increased stores of glycogen
 - o increased removal of lactic acid
 - o increased number of mitochondria.

Learning aim D: Explore the nervous and endocrine systems and their response to exercise and physical activity

D1 Nervous system

- Structure and function of a neuron and nerve cell.
- Role and functions of the nervous system:
 - o central nervous system
 - o peripheral nervous system.
- Principles of muscle contraction.
- The 'all or none' law/motor unit recruitment.
- The stretch reflex.

D2 Endocrine system

- Hormones roles and functions of each hormone:
 - o insulin
 - o glucagon
 - o cortisol.
- Glands:
 - o pituitary gland
 - o thyroid gland
 - o adrenal gland
 - o pancreas
 - o ovaries
 - o testes.

D3 Nervous and endocrine systems response to exercise

- Responses to acute exercise.
- Increased release of hormones.
- Response to chronic exercise:
 - o neuromuscular adaptations with training
 - o enhanced neuromuscular connections
 - o improved neuromuscular coordination
 - o improved efficiency to exercise performance
 - o improved motor fitness
 - o improved motor unit recruitment
 - o improved inter and intramuscular coordination
 - o improved neuromuscular coordination

- o increased sensitivity to insulin
- o overtraining.

D4 The nervous system in special populations

- Adolescents effect of growth spurts on nervous coordination.
- Older adults reduced balance and coordination, reduced motor learning, reduced visual and aural acuity, poorer short-term memory.

Learning aim E: Explore the principles of biomechanics and environmental factors affecting exercise and physical activity

E1 Planes of movement

- Frontal.
- Sagittal.
- Transverse.

E2 Anatomical terms

- Superior.
- Inferior.
- Anterior.
- Posterior.
- Medial.
- Lateral.
- Proximal.
- Distal.
- Superficial.
- Deep.

E3 The effect of exercise variables on biomechanics and kinesiology

- Stability.
- Momentum.
- Inertia.
- Torque.
- Base of support.
- Length-tension relationships.
- Muscle attachments and levers.

- Lack of biomechanical efficiency:
 - o reduction in transmission of stress
 - o increased risk of injury
 - o increased loading placed on synergists.

E4 Exercising in excessive heat

- Methods of heat loss from the body:
 - o convection
 - o conduction
 - o radiation
 - o evaporation.
- Responses of the body to excessive heat during sport and exercise performance:
 - o hyperthermia
 - o dehydration.
- Adaptions to excessive heat on the body during sport and exercise performance:
 - o increased sweat production
 - o reduced electrolyte concentration in sweat
 - o increased blood plasma volume
 - o earlier onset of sweating.

E5 Exercising in extreme cold

- Methods of reducing heat loss during sport and exercise performance:
 - o vasoconstriction
 - o shivering
 - o shivering thermogenesis
 - o non-shivering thermogenesis.
- Effects of extreme cold on the body during sport and exercise performance:
 - o hypothermia
 - o frostbite.

Assessment criteria

Learning aim A: Examine the function of the musculoskeletal system and how it responds to exercise and physical activity

Learning aim B: Examine the function of the cardiorespiratory system and how it responds to exercise and physical activity

Pass	Merit	Distinction
A.P1 Explain the structure and function of the skeletal system, including the different classifications of joints	A.M1 Assess how adaptations to the skeletal system improve performance in aerobic and anaerobic exercise	AB.D1 Evaluate the interrelationships of the musculoskeletal and cardiorespiratory body systems in relation to
A.P2 Explain the function of the muscular system and the different fibre types, identifying the location of the major muscles in the human body	A.M2 Assess how adaptations to the muscular system improve performance in aerobic and anaerobic exercise	short- and long-term aerobic and anaerobic exercise performance
A.P3 Explain the acute and chronic effects of aerobic and anaerobic exercise on the musculoskeletal system		
B.P4 Explain the structure and function of the cardiovascular system	B.M3 Assess how adaptations to the cardiovascular system	
B.P5 Explain the structure and function of the respiratory system	improve performance in aerobic and anaerobic exercise	
B.P6 Explain the acute and long-term effects of aerobic and anaerobic exercise on the cardiorespiratory system	B.M4 Assess how adaptations to the respiratory system improve performance in aerobic and anaerobic exercise	

Learning aim C: Explore the energy and digestive systems and their response to exercise and physical activity

Learning aim D: Explore the nervous and endocrine systems and their response to exercise and physical activity

Pass	Merit	Distinction
C.P7 Explain the structure and function of the digestive system and the effects of aerobic and anaerobic exercise on this system	C.M5 Assess the effects of aerobic and anaerobic exercise on the energy and digestive systems	CD.D2 Evaluate the interrelationships of the digestive, energy, nervous and endocrine systems and their response to aerobic and anaerobic exercise
C.P8 Explain the energy systems and the effects of aerobic and anaerobic exercise on each system		
D.P9 Explain the structure and function of the nervous system and the effects of exercise on the system	D.M6 Assess the effects of exercise on the nervous and endocrine systems	
D.P10 Explain the structure and function of the endocrine system and the effects of exercise on the system		

Learning aim E: Explore the principles of biomechanics and environmental factors affecting exercise and physical activity

Pass	Merit	Distinction
E.P11 Explain the principles of kinesiology in exercise	E.M7 Assess how the principles of kinesiology affect exercise and physical	E.D3 Evaluate how the principles of kinesiology can be used to reduce
E.P12 Explain how the body responds when exercising in excessive heat and excessive cold conditions	activity	the risk of injury for participants taking part in exercise and physical activity

Transferable skills

Managing Yourself	Effective Learning	Interpersonal Skills	Solving Problems
MY – TPR	EL – MOL	IS – WC	SP – CT
MY – PS&R	EL – CL	IS – V&NC	SP – PS
MY – COP	EL – SRS	IS – T	SP – C&I
MY – PGS	EL – PRS	IS – C&SI	

Table key

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\checkmark	TS embedded and achieved on completion of the AC
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Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence.

There is a maximum number of three summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aims: A and B (A.P1, A.P2, A.P3, B.P4, B.P5, B.P6, A.M1, A.M2, B.M3, B.M4, AB.D1)

Learning aims: C and D (C.P7, C.P8, D.P9, D.P10, C.M5, D.M6 CD.D2)

Learning aim: E (E.P11, E.P12, E.M7, E.D3)

Further information for teachers and assessors

Resource requirements

For this unit, students will benefit from having access to exercise physiology laboratory equipment and models and/or images relating to the anatomy of the body and body systems; for example, a skeleton.

Essential information for assessment decisions

Learning aims A and B

For distinction standard, students will draw on varied information to consider the significance of the structure and function of the cardiorespiratory and musculoskeletal systems and how they work together for one bout of aerobic and one bout of anaerobic exercise which includes the pre-exercise effects which occur in the heart. Students should explore the effects over an exercise period of around 30 minutes so that steady state has been attained. Students should also demonstrate an in-depth understanding of how long-term adaptations support improved performance in both aerobic and anaerobic exercise; students' inquiry should lead to a supported judgement on the adaptations of the body systems to long-term exercise that would occur over a minimum of a 6-week training programme.

For merit standard, students will present the outcome of methodical and detailed examination by breaking down the muscular and skeletal systems and the different muscle fibre types (Type I, Type IIa, Type IIb), including their structure and function and three classifications of joints and the amount of movement available at each, as well as the movement allowed at each of the synovial joints, in order to interpret and study the interrelationships between the effects of aerobic and anaerobic exercise. Students are able to locate the majority of the different types of bone in the skeleton and the muscles. They will need to include the increased blood supply and also the effects of resistance exercises, which include micro tears.

Students will also break down the structure and function of the cardiovascular and respiratory systems, how they work and how each part of the systems are designed to meet its function, including gaseous exchange and the mechanism of breathing, in order to interpret and study their responses to a single bout of exercise, giving reasons and providing the physiological evidence. This should also include the pre-exercise effects which occur in the heart. Students should explore the effects over an exercise period of around 30 minutes so that steady state has been attained.

For pass standard, students will show clear details and give evidence to support the structure and function of the muscular and skeletal systems and three different muscle fibre types (Type I, Type II a, Type II b), including three classifications of joints and the amount of movement available at each, as well as the movement allowed at each of the synovial joints, showing how conclusions are drawn. They will show an understanding of the sliding filament theory and the principles of muscle action and contraction. Students are able to relate the type and the structure of joints to joint mobility, joint integrity and risk of injury when taking part in chronic exercise, providing guidance to clients. Students will be able to locate the different types of bone in the skeleton and the skeletal muscles. Students will be able to show that they comprehend the effects of aerobic and anaerobic exercise on each body system. They will need to include the increased blood supply and also the effects of resistance exercises, which includes micro tears.

Students will show clear details and give evidence to support the structure and function of the cardiovascular and respiratory systems, how they work and how each part of the systems is designed to meet its function, including gaseous exchange and the mechanism of breathing. Students will be able to show that they comprehend the responses of the systems to a single bout of aerobic and anaerobic exercise, giving reasons and providing the physiological evidence. This should also include the pre-exercise effects which occur in the heart.

Students should explore the effects over an exercise period of around 30 minutes so that steady state has been attained.

Learning aims C and D

For distinction standard, students will draw on varied information to consider the significance of the structure and function of the digestive, energy, nervous and endocrine systems and how they work together for one bout of aerobic and one bout of anaerobic exercise. Students should explore the effects over an exercise period of around 30 minutes so that steady state has been attained.

For merit standard, students should present a careful consideration of the structure and function of the digestive, energy, nervous and endocrine systems and how each responds to aerobic exercise and anaerobic exercise to support a person to fully participate and recover from each type of exercise. Students will give a clear, objective account in their own words of the relevant features and information about each of the body systems and how they contribute to a single bout of aerobic and anaerobic exercise.

For pass standard, students will show clear details of the structures of the digestive, energy, nervous and endocrine systems and the function of each body system, including all parts of each body system.

They should then provide an overview of how each body system responds when a person takes part in a single bout of aerobic exercise and anaerobic exercise, providing key differences in how the type of exercise impacts on the energy system where appropriate.

Students will be able to show that they comprehend the responses of body systems in a single bout of exercise, giving a clear objective account in their own words of the relevant features and information about each of the body systems and their contribution to aerobic and anaerobic exercise which lasts over a period of around 30 minutes.

Learning aim E

For distinction standard, students will provide a detailed discussion on how knowledge of biomechanics can help to support participants taking part in exercise to help to reduce the risk of injury. A variety of different types of exercise will be explored, with reasoning and suggestions as to how the participant can use techniques to reduce the risk of getting injured.

For merit standard, students will explore how different types of exercise can affect participants in relation to methods that can be used concerning the principles of biomechanics to increasing and decreasing exercise intensity, decreasing the risk of injury, informing proper exercise technique.

For pass standard, students will show clear details of the planes and axes of movement related to exercise. They will be able to use anatomical terms appropriately. They will also be able to demonstrate an understanding of biomechanics impacts on participation in exercise and how this affects participants when taking part in exercise.

Students will demonstrate an understanding of exercising in excessive heat and the different ways heat can be lost from the body and how the body adapts to exercising in excessive heat and exercising in extreme cold and the different ways to reduce heat loss and the effects of extreme cold on the body.

Links to other units

This assessment for this unit should draw on knowledge, understanding and skills developed from:

- Unit 2: Health, Wellbeing and Physical Activity
- Unit 4: Client Screening and Health and Fitness Assessment
- Unit 5: Anatomy, Physiology and Kinesiology for Personal Training
- Unit 8: Personal Training Methods and Programming

Unit 6: Exercise Requirements and Contraindications for Specific Populations

Level: 3

Unit type: Internal

Guided learning hours: 60

Unit in brief

Students explore the theoretical requirements of providing safe and effective gym instruction for specific population groups.

Unit introduction

Everyone who takes part in exercise will have their own individual wants and needs. However, some people require greater levels of supervision and have more specialist fitness and exercise needs due to physical or medical conditions. People in these groups are often referred to as 'specific populations' and, to ensure they can take part in exercise safely and effectively, it is important that those who plan and supervise their fitness programmes have the necessary knowledge and experience.

Some specific population groups include people who have short-term limitations on what it's safe for them to do, such as ante- and post-natal females. Sometimes special consideration as to what is and isn't suitable must be given owing to the participant's age or sex and some specific population groups can include a wide range of abilities and needs, such as people with disabilities.

In this unit you will focus on four specific population groups: ante- and post-natal females, older adults, adolescents and people with disabilities. You will explore, for each group, their likely exercise requirements and contraindications, so that you have the knowledge and confidence to plan and lead exercise programmes that are personalised, appropriate and safe.

Learning aims

In this unit you will:

- **A** Explore exercise requirements and contraindications for ante- and post-natal females
- **B** Explore exercise requirements and contraindications for older adults
- **C** Explore exercise requirements and contraindications for adolescents
- **D** Explore exercise requirements and contraindications for people with disabilities.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Explore exercise requirements and	A1 Contraindications for ante-natal females	A written report or case study covering exercise
contraindications for ante- and post-natal females	A2 Exercise requirements for ante-natal females	requirements and contraindications for antenatal and post-natal females, older adults, adolescents and people
	A3 Contraindications for post-natal females	
	A4 Exercise requirements for post-natal females	with disabilities.
B Explore exercise	B1 Effects of ageing	
requirements and contraindications for older adults	B2 Contraindications for the older adult	
	B3 Exercise requirements for the older adult	
C Explore exercise requirements and	C1 Contraindications for adolescent exercise	
contraindications for adolescents	C2 Adolescent exercise requirements	
D Explore exercise	D1 Types of disability	
requirements and contraindications for people with disabilities	D2 Exercise requirements and contraindications for people with disabilities	

Content

The essential content is set out under content areas. Students must cover all specified content before the assessment. All topics require students to apply knowledge, analyse and evaluate.

Learning aim A: Explore exercise requirements and contraindications for ante- and post-natal females

A1 Contraindications for ante-natal females

- Ante-natal females should not:
 - o exercise in the supine position after 16 weeks of pregnancy
 - o exercise in the prone position
 - o stand motionless for prolonged periods
 - o load forward flexion
 - o carry out overhead resistance exercise
 - o carry out leg adduction and abduction against a resistance
 - o carry out isometric exercises
 - o undertake rapid changes of direction or position or uncontrolled twisting
 - o do exercise with a risk of falling or abdominal trauma
 - o undertake excessive and uncontrolled destabilisation techniques
 - o do high intensity exercise or high impact
 - o exercise in hot and humid conditions.
- Symptoms experienced by ante-natal females that should stop any further participation in exercise:
 - o dizziness, faintness or nausea
 - o discharge, such as bleeding or leakage of amniotic fluid
 - o pain, such as abdominal pain, contraction-type pain, unexplained pain in the back, pelvis, groin, buttocks or legs
 - o excessive shortness of breath, chest pain or palpitations.

A2 Exercise requirements for ante-natal females

- Exercise requirements for ante-natal females, including:
 - o beginners 15 minutes' continuous aerobic activity with gradual increase to 30 minutes' continuous low–moderate intensity aerobic activity
 - o low impact
 - o exercise sessions last no longer than 45 minutes
 - o participant should be fully hydrated and have sufficient calorie intake
 - o continual checks for appropriate exercise intensity heart rate monitor, talk test.

A3 Contraindications for post-natal females

- Contraindications for post-natal females, including:
 - o no participation in exercise until signed off by health care professional
 - o higher risk of certain conditions, e.g. air embolism, thrombosis and hemorrhage, in the first weeks post-birth
 - o no high-intensity exercise
 - o no high impact, twisting, rapid, ballistic or aggressive movements for at least six months and introduced progressively thereafter
 - o no 'sit up', 'crunch' or 'oblique crossover' type exercises
 - o babies should not be used as resistance or weight for exercise and should be excluded from the exercise area.

A4 Exercise requirements for post-natal females

- Exercise requirements, including:
 - o re-educate posture joint alignment
 - o muscle imbalances
 - o stability
 - o motor skills
 - o transversus abdominis muscle recruitment and pelvic floor muscle function before progressing to more vigorous exercise.

Learning aim B: Explore exercise requirements and contraindications for older adults

B1 Effects of ageing

Students need to understand that ageing is not a disease but that it is where progressive losses and declines in the function of most physiological and psychological systems occur, which impacts on fitness and safety during exercise, eventually leading to increased frailty and inability to respond to stress and disease.

Functional status at any age depends on a person's rate of ageing, health, sex, lifestyle behaviour and socio-economic influences.

- 40 is the approximate age at which the ageing process begins.
- 50 is the age at which the progressive losses to the body systems start to occur:
 - o muscular strength (fewer, smaller and weaker fibres)
 - o power (fewer fast twitch, smaller, weaker and slower)
 - o bone density (thinner, more brittle bone and less ability to withstand fracture)
 - o aerobic endurance (fewer capillaries, less elastic vessels and reduced intake, uptake and utilisation of oxygen, decreased maximal heart rate)

- o balance and coordination (less sensory input and less postural stability, less ability to prevent a trip turning into a fall)
- o flexibility, agility and later mobility and transfer skills (stiffer joints, reduced range and ease of movement and less ability to perform activities of daily living (ADLs) such as getting up and down from the floor and chairs safely)
- o reduced motor learning (slower motor learning)
- o reduced visual and aural acuity (sight and hearing difficulties)
- o poorer short-term memory.
- Potentially serious disease is increasingly prevalent with increasing age.
- Activity levels remain low or decrease with increasing age.
- The losses in each of the body systems (from the age of 40) result in a corresponding loss of 1–2 per cent per year in physical capacity.

B2 Contraindications for the older adult

- Contraindications:
 - o avoid extreme spinal flexion
 - o high-impact and high-intensity exercises should be closely monitored.

B3 Exercise requirements for the older adult

- Exercise requirements:
 - o highly trained individuals in the 50+ age range are a very small and elite group, accounting for approximately 1 per cent of the 50+ population
 - o longer time spent and more gradual warm-up (15 minutes) and cool-down
 - o use of the talk test and rate of perceived exertion (RPE) scale to monitor intensity
 - o continual checks for correct technique for injury prevention
 - o more time during transitions, e.g. floor to standing, simplify exercise when correct technique cannot be maintained
 - o teach new exercises with the easiest position and/or the lightest resistance and progress slowly initially.

Learning aim C: Explore exercise requirements and contraindications for adolescents

C1 Contraindications for adolescent exercise

- Contraindications:
 - o resistance exercise should not be performed to the point of momentary muscular fatigue
 - o flexibility training can increase the risk of injury during growth spurts adaptations need to be provided

- o adult-sized equipment may be too big for some adolescents if it cannot be adjusted to fit properly, e.g. spin bikes cannot be adjusted to fit
- o avoid excessive training
- o should not lift maximal amounts of weight until they are physically mature (approximately age 16 for males and two years after the menarche for females)
- o adult training regimes should not be used with adolescents
- o pin-loaded adult equipment may have too large weight increments on adult machines
- o free weight and resistance exercise should be instructed only by a qualified children's physical activity instructor
- o some adolescents will not have gained sufficient motor skills to develop their flexibility with good technique and therefore risk injury by not understanding stretching to the point of 'mild tension'
- o terminology and understanding needs to be adapted to ensure that adolescents understand the given task.

C2 Adolescent exercise requirements

- Exercise requirements:
 - o psychological safety considerations consult a children's physical activity instructor if any concerns arise, effective communication with young people and their parents or guardians, adhere to safeguarding standards and legislation, self-esteem concerns for young people associated with body image or level of physical maturity related to age, social issues associated with adolescents and antisocial behaviour
 - o flexibility training adaptations need to be provided and stretching to the point of 'mild tension'
 - o individual's development age not just chronological age
 - o gym etiquette and behaviours
 - o supervised muscular strength and endurance programme is beneficial to a child's overall growth and development
 - o variety of training methods and equipment
 - o size- and age-appropriate equipment for the exercise activity
 - o interval training for aerobic fitness
 - o monitoring exercise intensity use of a heart rate chart alongside the use of RPE until full physical maturity has been reached
 - o progression in resistance reps and sets to be programmed only when the adolescents are physically and psychologically ready
 - o frequency two to three times a week to develop strength, rest between sessions, 48 hours recovery for heavier exercise sessions

- o intensity repetitions and resistance lighter resistance (15–20 repetitions), moderate resistance (10–15 repetitions), heavier resistance (six to 10 repetitions)
- o time single sets and progress to three to four sets, rest (between sets)
- o type promote muscle balance and joint stability by using a whole-body approach and working all major muscles, avoid too much eccentric muscle work.

Learning aim D: Explore exercise requirements and contraindications for people with disabilities

D1 Types of disability

Current legislation related to working with people with disabilities to support their participation in exercise and physical activity.

- Types of disability:
 - o visual impairment partially sighted, blindness
 - o hearing impairment
 - o physical impairment
 - o progressive disorders, e.g. multiple sclerosis
 - o asymmetric weakness, e.g. stroke, cerebral palsy
 - o sensory nerve damage
 - o use of wheelchair
 - o mental health condition
 - o learning difference/difficulty
 - o neurodiversity and co-occurring difficulties.

D2 Exercise requirements and contraindications for people with disabilities

- Contraindications:
 - o these will be specific to the type of disability a person has assessed during screening and professional referral or advice sought where required.
- Exercise requirements:
 - o simplifying exercises reducing intensity, modifying exercise positions
 - o modifying exercise modalities.

Assessment criteria

Learning aim A: Explore exercise requirements and contraindications for ante- and post-natal females

Learning aim B: Explore exercise requirements and contraindications for older adults

Pass	Merit	Distinction
A.P1 Explain the contraindications and exercise requirements for ante-natal females A.P2 Explain the contraindications and exercise requirements for post-natal females	A.M1 Assess methods that can be used to adapt cardiovascular, resistance exercises, functional exercise and flexibility exercise for ante-natal females and post-natal females	AB.D1 Evaluate methods that can be used to adapt cardiovascular, resistance exercises, functional exercise and flexibility exercise for ante- natal females, post-natal females and older adults
B.P3 Explain the contraindications for older adultsB.P4 Explain exercise requirements for older adults	B.M2 Assess methods that can be used to cardiovascular, resistance exercises, functional exercise and flexibility exercise for older adults	

Learning aim C: Explore exercise requirements and contraindications for adolescents

Learning aim D: Explore exercise requirements and contraindications for people with disabilities

Pass	Merit	Distinction
C.P5 Explain the contraindications for adolescentsC.P6 Explain the exercise requirements for adolescents	C.M3 Assess methods that can be used to adapt cardiovascular, resistance exercises, functional exercise and flexibility exercise for adolescents	cD.D2 Evaluate methods that can be used to adapt cardiovascular, resistance exercises, functional exercise and flexibility exercise for adolescents and people with disabilities
D.P7 Explain the contraindications for people with disabilities	D.M4 Assess methods that can be used to adapt cardiovascular, resistance	
D.P8 Explain the exercise requirements for people with disabilities	exercises, functional exercise and flexibility exercise for people with disabilities	

Transferable skills

Managing Yourself	Effective Learning	Interpersonal Skills	Solving Problems
MY – TPR	EL – MOL	IS – WC	SP – CT
MY – PS&R	EL – CL	IS – V&NC	SP – PS
MY – COP	EL – SRS	IS – T	SP – C&I
MY – PGS	EL – PRS	IS – C&SI	

Table key

*	Signposted as part of learning. Requires additional assessment for student to achieve this TS
\checkmark	TS embedded and achieved on completion of the AC
Blank	TS not embedded or signposted in unit

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aims: A and B (A.P1, A.P2, A.M1, B.P3, B.P4, B.M2, AB.D1)

Learning aims: C and D (C.P5, C.P6, C.M3, D.P7, D.P8, D.M4, CD.D2)

Further information for teachers and assessors

Resource requirements

- For this unit, students must have access to:
 - o suitable exercise facilities and equipment
 - o information and resources related to the exercise requirements and contraindications for people from specific populations.

Essential information for assessment decisions

Learning aims A and B

For distinction standard, students must show evidence that they can fully evaluate methods that can be used to adapt all of: cardiovascular, resistance exercises, functional exercise and flexibility exercise for ante-natal females, post-natal females and older adults. Their evaluation must show they understand how identified adaptations ensure ante-natal females, post-natal females and older adults can exercise safety and effectively and include adaptation for relative contraindications and symptoms that would stop further participation in exercise, while still meeting exercise requirements.

For merit standard, students must show evidence that they can assess methods that can be used to adapt cardiovascular, resistance exercises, functional exercise and flexibility exercise for ante-natal females, post-natal females and older adults.

For pass standard, students must provide evidence that they can explain the contraindications and exercise requirements for ante-natal females, postnatal females and older adults.

Learning aims C and D

For distinction standard, students must show evidence that they can fully evaluate methods that can be used to adapt all of: cardiovascular, resistance exercises, functional exercise and flexibility exercise for adolescents and for people with disabilities. Their evaluation must show they understand how identified adaptations ensure adolescents and people with disabilities can exercise safety and effectively and include adaptation for relative contraindications and symptoms that would stop further participation in exercise, while still meeting exercise requirements.

For merit standard, students must show evidence that they can assess methods that can be used to adapt cardiovascular, resistance exercises, functional exercise and flexibility exercise for adolescents and people with disabilities.

For pass standard, students must provide evidence that they can explain the contraindications and exercise requirements for adolescents and people with disabilities.

Links to other units

This assessment for this unit should draw on knowledge, understanding and skills developed from:

- Unit 2: Health, Wellbeing and Physical Activity
- Unit 3: Professional Personal Trainer Practice
- Unit 5: Anatomy, Physiology and Kinesiology for Personal Training

Employer involvement

This unit would benefit from employer involvement in the form of visiting speakers; for example, exercise and fitness professionals.

Unit 7: Circuit Training

Level: 3

Unit type: Internal

Guided learning hours: 90

Unit in brief

Students explore group circuit training classes, understanding how to plan and deliver specific sessions to groups of participants.

Unit introduction

More than ever, people understand the importance of getting fit and being active as the cornerstones of living a healthy lifestyle. Many people are members of a health and fitness centre or attend group exercise classes to help them to improve their body composition, get fit and stay healthy. In any gym or fitness facility you will find a range of different group exercise classes, the most prevalent of which is often circuit training. Circuits are hugely popular because of their flexibility, adaptability, accessibility and effectiveness. As a group exercise instructor or someone working in the fitness sector you will be expected to understand how to plan and deliver effective group exercise circuit training classes that are current and engaging and improve participants' health and wellbeing.

In this unit you will explore what it takes to be a group exercise circuits instructor. You will learn how to plan and deliver group-based circuit training classes so that they meet client goals, adapt exercises and maintain client safety. You will also learn how to review your session, identifying strengths and areas in need of future development.

This unit is important if you are considering a career in the gym/fitness industry. It provides you with the key knowledge and understanding needed to plan, deliver and monitor group circuit training and requires you to show that you can work with others, building rapport and communicating effectively, to deliver your session for real.

Please note, it is recommended that this unit is delivered and assessed prior to Unit 8.

There are staffing requirements for the tutor, assessor and internal verifier for this unit. Please refer to Appendix 2 Internal Staffing and Approvals Requirements for further information.

Learning aims

In this unit you will:

- **A** Explore ways to encourage and prepare participants for group exercise circuit training classes
- **B** Investigate ways an exercise instructor can support participants in exercise and physical activity
- **C** Explore benefits and different types of circuit training
- **D** Plan group circuit training sessions for different clients
- **E** Instruct and review a group circuit training class

Summary of unit

Learning aim	Key content areas	Assessment approach	
A Explore ways to encourage and prepare participants for group exercise circuit training	A1 Presentation of a positive image for a group exercise instructor A2 Communication skills	Written report on ways to encourage participation in circuit training and how to support different participants' needs.	
classes	for groups		
	A3 Forming effective working relationships with participants		
B Investigate ways an exercise instructor can	B1 Dealing effectively with participants' needs		
support participants in exercise and physical activity	B2 Providing ongoing customer service to participants		
C Explore benefits and different types of circuit training	C1 Use of circuit training to improve fitness	Leaflet on benefits of circuit training.	
	C2 Benefits of circuit training		
D Plan group circuit	D1 Planning considerations	Written plan of a circuit	
training sessions for different clients	D2 Stations in a circuit	session, practical delivery of a circuits session with	
different cheries	D3 Planning a group circuit training class	audiovisual footage and a written review of own and participants' performance.	
E Instruct and review a group circuit training class	E1 Instruct a group circuit training class		
	E2 Review group exercise programmes		
	E3 Evaluate own performance		

Content

The essential content is set out under content areas. Students must cover all specified content before the assessment. All topics require students to apply knowledge, analyse and evaluate.

Learning aim A: Explore ways to encourage and prepare participants for group exercise circuit training classes [IS – C&SI]

A1 Presentation of a positive image for a group exercise instructor

- Methods of presenting a professional image:
 - o appropriate clothing and footwear
 - o personal hygiene
 - o following CIMSPA continuing professional development (CPD) requirements
 - o manner, e.g. friendly, approachable, active listener, patient, empathy.
- Importance of presenting a positive image
 - o gain participants' respect and confidence
 - o improve personal reputation
 - o maintain and increase participant base.
- Presenting a professional image of the working organisation, prioritising participants' needs, non-tolerance of discrimination.
- Skills:
 - o time management
 - methods of motivation, e.g. active encouragement, recognising achievement, goal setting, positive reinforcement
 - o leadership
 - o organisation
 - o participant sensitivity relating to physical contact.
- Responsibilities of an exercise instructor:
 - o customer care
 - o health and safety
 - o time keeping.

- Requirements of an exercise instructor:
 - o Disclosure and Barring Service (DBS)
 - o first aid qualifications
 - o health and safety
 - o duty of care
 - o insurance.

A2 Communication skills for groups

- Methods of gathering personal information about participants' needs and expectations.
- Verbal:
 - o speaking clearly
 - o motivational
 - asking appropriate questions: to establish participant needs, understanding, expectations, comfort levels
 - o asking open-ended questions
 - o volume and tone of voice
 - o encouragement.
- Non-verbal:
 - o demonstrations
 - o body language
 - o cueing.
- Instructing position change position for demonstrations of exercises, change position to view the whole group and individuals in the group.
- Listening skills being an active listener.
- Interpreting participants' verbal and non-verbal communication.
- Communicating effectively with participants with different needs:
 - o 14–16-year-olds, young people and vulnerable adults
 - o people with physical disabilities
 - o mature people (60+)
 - o ante- and post-natal females.

A3 Forming effective working relationships with participants

- Trust:
 - o confidentiality and data protection. Forming relationships with a group of participants that are likely to change on a regular basis.
- Motivational relationships with a group of participants.
- Equality and diversity:
 - o REPs code of ethical practice
 - o policies and procedures for organisations where circuits might be delivered,
 - o e.g., council leisure centre, private gyms
 - o valuing diversity when working with participants
 - o types of prejudice and discrimination that individual participants might experience.

Learning aim B: Investigate ways an exercise instructor can support participants in exercise and physical activity

B1 Dealing effectively with participants' needs

- Types of information required from participants:
 - o personal goals
 - o lifestyle factors
 - o barriers to participation
 - o medical history
 - o physical activity preferences
 - o specific learning needs (disability, communication needs).
- Types of participants:
 - o participants with high and low fitness levels
 - o experienced
 - o inexperienced
 - o mature participants
 - o children
 - o disabled participants
 - o ante- and post-natal participants.
- Responding to participant requests in line with organisation's procedures.
- Sourcing relevant information for different participants, e.g. Q&A, lifestyle questionnaires.

- Referring participants' issues to another professional in different situations:
 - o injury
 - o illness, contraindications to exercise
 - o screening tests/questionnaires.
- Participant objectives:
 - o improve skills and techniques
 - o improve physical fitness, e.g. aerobic endurance, muscular endurance, muscular strength, flexibility, body composition
 - o improve skills-related fitness, e.g. power, balance, coordination, speed, reaction time
 - o improve sport-specific skills
 - o reduce stress levels
 - o reduce risk of disease
 - o social benefits, e.g. interaction with others.

B2 Providing ongoing customer service to participants

- Ways of engaging with individual participants during group exercise.
- Ways of engaging with groups during a group exercise session.
- Responding positively to participants.
- Providing participants with clear information and advice within scope of practice when required, referring to others when necessary.
- Working with participants to find different ways of meeting their needs and expectations.
- Effectively and appropriately handling participant complaints.

Learning aim C: Explore benefits and different types of circuit training C1 Use of circuit training to improve fitness

- Type of circuits class, e.g. strength with heavy weights, muscular endurance using body weight, aerobic endurance, HIIT, sports specific.
- Class aims and objectives, e.g. health, targeted components of fitness, fun.
- Equipment used, e.g. music system, electronic timer, free weights, mats, battle ropes, SAQ ladders, medicine balls, slam balls, stepper, plyo boxes, hurdles, cones, punch bags, pull up bars, cardio machines (e.g. rower, stepper, ski, bikes etc.), kettlebells, trampolines etc.

C2 Benefits of circuit training

- Variety of activities and/or equipment to maintain interest and suit exercise preferences.
- Working with or alongside others to foster cooperation, competition and support.
- Can be adapted to meet individual needs.
- Flexible in terms of space, equipment etc.
- Fun.
- Use of music to motivate.
- Positive time to effectiveness ratio.
- Combination of cardiovascular and resistance training.
- Alternating muscle groups allowing rest intervals for recovery.
- Enables multiple participants of similar/differing abilities to participate at same time.
- Can be relatively inexpensive to set up.
- Generic fitness or sport-specific.

Learning aim D: Plan group circuit training sessions for different clients D1 Planning considerations

- Principles of fitness FITT principles: Frequency, Intensity, Time and Type.
- Additional principles of fitness: recovery and adaptation, specificity, progressive overload, reversibility, individual needs.
- Circuit design:
 - o number of participants
 - o number of stations
 - o equipment required
 - o muscle balance.

D2 Stations in a circuit

- Exercises at each station.
- Stations to improve aerobic endurance, e.g.:
 - o shuttle runs
 - o jogging on the spot
 - o jumping jacks
 - o spotty dogs
 - o squat thrusts

- o knee lifts
- o step-ups
- o skipping.
- Stations to improve muscular strength, e.g.:
 - o shoulder press
 - o dumbbell flies
 - o upright row
 - o lateral raise
 - o bicep curl
 - o triceps extensions
 - o dumbbell lunge
 - o barbell squat
 - o calf raise.
- Stations to improve muscular endurance, e.g.:
 - o triceps dips
 - o press-ups
 - o lunges
 - o squats
 - o side bends.
- Stations to improve core strength, e.g.:
 - o sit-ups
 - o crunches
 - o twisting sit-ups
 - o plank
 - o back extensions
 - o reverse curls.
- Sport-specific stations, e.g.:
 - o netball shoulder pass to partner
 - o dribbling round cones.
- Circuit cards:
 - o name of exercise
 - o diagram.
- Teaching points.

- Adaptations:
 - o progressions
 - o regression
 - o alternatives.
- Circuit training layout, e.g.:
 - o square
 - lined circuit
 - o bow tie
 - o circular
 - o corners.

D3 Planning a group circuit training class

- Collect 'known' information, e.g. available facilities, equipment, participant numbers, participant ability/previous experience, session time and duration.
- Set SMART goals linked to group needs, wants and motivators.
- Plan class structure and content to include:
 - o realistic timings and sequences
 - o warm-up low intensity exercise, fun and interactive games, gradual increase of heart rate, mental preparation for session
 - o preparatory stretches/mobilisation static, dynamic and ballistic stretches for targeted/relevant muscle groups, repetitions, sets, timings
 - o aerobic curve measured build-up of intensity to 60–80 per cent MHR
 - o main session content peak level of intensity, range of exercises, range of muscle groups, challenging exercises for participants, maintain heart rate, repetitions, sets, timings
 - o core exercises dynamic and static exercises targeted at specific core muscle group, core stability exercises
 - o resistance exercises to target the major muscles/muscle groups
 - o cool-down reduce heart rate back to RHR, low level of intensity
 - o stretching timings, developmental stretching, maintenance stretching.
- Station selection and management:
 - stations to target specific fitness components (consideration of specificity, mix of cardiovascular and resistance)
 - o alternating muscle groups allowing rest intervals for recovery
 - o use of circuit cards as necessary
 - o demonstration of each station
 - o maximum number of participants at each station.

- Apply knowledge of anatomy and physiology in the planning of the session, including:
 - o aerobic and anaerobic systems, muscle balance, heart rate response to exercise, energy demands etc.
- Apply knowledge of a range of group exercise training methods and safe and effective techniques including:
 - o cardiovascular exercise (e.g. continuous, interval, fartlek)
 - o resistance exercise (e.g. bodyweight exercise, use of small equipment)
 - o functional exercise (e.g. movement patterns, muscle actions and components of fitness required for activities of daily living)
 - o flexibility and range of motion exercise (e.g. static stretching and mobilisation of joints).
- Select and identify relevant and appropriate music:
 - o speed (BPM)
 - o type of music appropriate for class structure, format, content and style.
- Choose equipment to be used relevant to exercise class, accessible, safe to use
- Identify coaching points:
 - o technique basic movements, exercise specific techniques, lifting techniques
 - o adaptation and alternatives increase and decrease in difficulty, adaptions to cater to participants' needs.
- Consider health and safety:
 - o complete a risk assessment of facility and equipment
 - o knowledge of relevant EAP
 - o awareness of first aid processes within identified fitness facility.

Learning aim E: Instruct and review a group circuit training class [EL - CL] E1 Instruct a group circuit training class

- Lead a circuit training class, inspiring participants and injecting personality into the session to include:
 - o being available to participants immediately before and after the session
 - o efficient and effective session start welcoming participants, conducting verbal screening prior to exercise and acting on feedback, safe set up of equipment, checking participant understanding, setting the tone, sharing key aims etc.
 - o appropriate session content and equipment for the environment and type of session
 - o use of effective verbal communication clarity of instruction, correct terminology, building rapport, checking understanding etc.
 - o create a positive and empowering environment that supports clients to participate in and adhere to exercise
 - o use of demonstrations that are technically correct, safe and appropriate clear guidance on key areas, clearly visible to participants including:
 - warm-up
 - functional exercises
 - flexibility and range of motion exercises
 - bodyweight exercises
 - cardiovascular exercises
 - use of small equipment (e.g. mats for core/abdominal work)
 - cool-down.
 - o adopt appropriate positions for the observation and monitoring of participants' performance, ensure client safety at all times, respond to client needs
 - o provide client-specific instruction points, feedback and reinforcement in a friendly, professional manner
 - o select appropriate times to proactively engage with clients and approach them in a friendly, non-threatening way
 - o use of progression, regression and adaptation to improve client technique and in response to participant needs
 - o appreciate the effect of speed of movement on posture, alignment and intensity
 - o select and use appropriate motivation methods praise phrases, positive body language, personal challenge, group challenge, competition, relevant and useful feedback etc.
 - o use of dynamic risk assessment to optimise participant safety checking of correct clothing and footwear, safe technique, safe use of equipment, manual handling, adhering to manufacturers guidelines etc.

- o effective use of music
- o apply corrective strategies as required
- use of realistic timings and sequences during the session and management of overall session timings
- o demonstration of effective leadership methods to cater for different learning styles, adapting communication methods to meet individual needs
- o select, based on the benefits and limitations of each method, ways to monitor the intensity of exercise, e.g. talk test, Borg scale, RPE, heart rate monitoring
- o manipulate the FITT principles to ensure progression according to individual needs:
 - efficient and effective end to the session cool-down, safe take-down/put away of equipment, next steps for participants' continued engagement, giving feedback, being available to participants if they have questions or concerns etc.
 - ability to work alone, with minimum supervision, as well as with colleagues.

E2 Review group exercise programmes

- The use of review to assess how well the programme is supporting clients' physical and psychological needs, e.g. questionnaire, formal discussion (e.g. focus groups etc.), informal conversation (e.g. at the end of the session), online survey (e.g. survey monkey etc.), straw poll (e.g. show of hands) etc.
- Ensuring clients understand how to continue their programme exercise both with and without direct supervision.
- Sharing feedback with clients to encourage and improve performance.
- Suggesting additional/alterative use of facilities dependent upon client interests.
- Carry out regular session/programme reviews to ascertain how well the programme is meeting client needs.
- Evaluate and reflect on planned programmes to ensure the physical and psychological needs of the individual are being met.
- Appraise participant performance during the session/s.
- Assess the appropriateness of the session content in relation to the user group and environment.
- Propose changes/adaptations based on participant performance.

E3 Evaluate own performance

- Appraise own performance in relation to the session/programme:
 - evaluate and reflect on own performance in supporting clients in their exercise programme
 - o suggest changes/adaptations to the planned programme based on the evaluation of own performance
 - o evaluate own management of client health, safety and welfare.
- Seek support from colleagues and participants to improve professional practice:
 - o receive feedback from colleagues on own performance
 - o work on areas for development identified, e.g. GAP analysis, personal development plan etc.
 - o feedback from participants
 - o retention or referral rate from participants.
- Undertake continued personal development to ensure current and best working practice and advance in chosen field/s.
- Financial planning and review for future development income, costs working as a circuits instructor (e.g. music licence fees, insurance, membership of professional bodies), social media profiles to promote self or business, understanding organisations' own product offer and how to support secondary spends.

Assessment criteria

Learning aim A: Explore ways to encourage and prepare participants for group exercise circuit training classes

Learning aim B: Investigate ways an exercise instructor can support participants in exercise and physical activity

Pass	Merit	Distinction
A.P1 Explain why it is important for an exercise instructor to present a positive self-image and form effective working relationships with participants	A.M1 Analyse the methods an exercise instructor can use to present a positive self-image when working with participants	AB.D1 Evaluate the methods an exercise instructor can use to establish and maintain effective working relationships with participants and provide effective customer care
B.P2 Describe methods of providing customer service that meet different customer needs	B.M2 Explain methods required to provide effective customer service	

Learning aim C: Explore benefits and different types of circuit training

Pass	Merit	Distinction
C.P3 Describe the benefits of a group exercise circuit training class	C.M3 Explain the use of circuit training as a form of group fitness session,	C.D2 Evaluate circuit training as a form of group fitness session, including
C.P4 Describe ways to encourage and prepare participants for a group exercise circuit training class	including its scope and range and the benefits for participants	potential benefits and challenges for participants and instructors

Learning aim D: Plan group circuit training sessions for different Learning aim E: Instruct and review a group circuit training class

Pass	Merit	Distinction
D.P5 Plan a safe group circuit training class for a selected group of participants	D.M4 Explain the choice of exercises that are in the planned circuit training class for a selected group	DE.D3 Evaluate the exercises chosen for a group circuit training session and justify
D.P6 Instruct a safe planned group circuit training class.	of participants	improvements to the planning and delivery of the session
E.P7 Review the participants' performance in the group-based circuit training class, outlining strengths and weaknesses of the session in relation to aims, objectives and client goals	E.M5 Assess the participants' performance during the group circuit training class providing recommendations to improve the planning and delivery of the session E.M6 Assess own	
E.P8 Review own planning and performance in instructing a group circuit training session, suggesting areas for future development	performance during the group circuit training class providing recommendations to improve the planning and delivery of the session	

Transferable skills

Managing Yourself	Effective Learning	Interpersonal Skills	Solving Problems
MY – TPR	EL – MOL	IS – WC	SP – CT
MY – PS&R	EL – CL*	IS – V&NC	SP – PS
MY – COP	EL – SRS	IS – T	SP – C&I
MY – PGS	EE – PRS	IS – C&SI*	

Table key

*	Signposted as part of learning. Requires additional assessment for student to achieve this TS
\checkmark	TS embedded and achieved on completion of the AC
Blank	TS not embedded or signposted in unit

Essential information for assignments

There is a maximum number of three summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aims: A and B (A.P1, A.M1, B.P2, B.M2, AB.D1)

Learning aim: C (C.P3, C.P4, C.M3, C.D2)

Learning aims: D and E (D.P5, D.P6, D.M4, E.P7, E.P8, E.M5, E.M6, DE.D3)

Further information for teachers and assessors

Resource requirements

For this unit, students must have access to:

- recording equipment, such as a video camera, a tablet, a voice recorder
- suitable exercise facilities and equipment
- access to other fitness environments such as outdoor facilities, sports hall, studio.

Essential information for assessment decisions

Assessment criteria D.P6 must comply with the following practical assessment requirements.

CIMSPA stipulates practical assessment guidance that must be adhered to in order to comply with the professional body's endorsement. CIMSPA states that one of the main requests they receive from employers is that emphasis is needed on the importance for real-life assessment to be included in the CIMSPA Professional Standards. Employers have stipulated that all practical assessment must:

- be conducted in a real-world environment. This, where possible, should be in the workplace 'on the job' at work, or in a situation that is as close as possible to this, in order to replicate a working environment. For example, where appropriate, an acceptable scenario is that you could use a different cohort of students for practical assessment. This can also be covered within a work placement
- be conducted with 'real clients/participants' and not with peers. A real client/participant is someone who is, in the best case, a member of the club/facility or the equivalent for self-employed trainees.

The real client/participant must not:

- work at the same facility as the students
- be related to the candidate, i.e. a spouse, partner, step-parent, brother or sister etc.
- be enrolled on the same qualification as the trainee at the same time
- be a close friend.

There are situations where using a real client/participant is untenable. If there are circumstances where real clients/participants should not be used, this should be agreed with the awarding organisation, and evidence provided if a CIMSPA QA visit was to be scheduled.

Learning aims A and B

For distinction standard, students will consider the strengths of each method of presenting a positive self-image and the issues that may occur if these were not carried out. They must also consider and draw conclusions as to how these methods would impact on the creation and maintenance of effective working relationships with participants to provide effective customer service to meet the needs of different customers with differing requirements.

For merit standard, students will need to examine the methods an exercise instructor can use for presenting a professional image and analyse the relative importance of each. They will need to explore the relationships between the methods and client perceptions and consider how each method could potentially impact on establishing and maintaining working relationships with participants.

Students will explain the skills that are required by an exercise instructor to provide effective customer service for a range of customers' needs and why each skill is necessary in supporting this process.

For pass standard, students explain the importance of presenting a positive self-image, including expectations for personal presentation and consideration of the skills, responsibilities and requirements an exercise instructor must exhibit to demonstrate professionalism. Students will consider the skills required to provide good customer service and how an exercise instructor can respond appropriately to different customers' needs.

Learning aim C

For distinction standard, students will evaluate the use of circuit training as a form of group fitness session. To do this they must consider the advantages and disadvantages of this type of group exercise. They will evaluate the scope and range of the likely activities included, the way classes are structured and the management of circuit sessions. As an evaluation, students must consider possible benefits and detractors for each of the identified elements. Students must also evaluate the potential benefits and challenges of this type of class for both participants and instructors.

For merit standard, students will explain the use of circuit training as a form of group fitness session, including its scope and range and the benefits for participants. They will include the key features of a circuits class (e.g. the use of stations, music, types of exercise etc.) as well as likely aims and objectives (cardiovascular fitness, strength, endurance, fun etc.). Students will also describe the benefits that participants might gain from taking part in a group circuits session.

For pass standard, students will outline the use of circuit training as a form of group fitness session. They must describe the use of group circuit training to develop fitness, including the key elements of a circuit session (e.g. stations, set-up, management, time etc.).

Learning aims D and E

For distinction standard, students will evaluate their own performance in planning and delivering circuit sessions. Students will consider choices made in terms of planned and delivered exercises, communication styles used, and the relevance of responses made to different participants' needs/requirements in the circuit exercise session group.

Students will make judgements and draw conclusions about their own performance in planning and delivering a circuit session, and how well this meets the needs of participants. They will justify their strengths, areas for improvement and recommendations for what they could do to improve future circuit exercise instruction.

Students will consider the impact that different approaches to relationship building and client support can have on each other and the overall effectiveness of group-based circuit training sessions. They will explore both the planning and delivery stages of a session and consider possible positive and negative impacts of the different approaches. They will draw conclusions about the influence of instructor-client relationships and client support on the choices of activities, communication and motivational techniques used.

For merit standard, students will ensure that a comprehensive range of alternatives and adaptions – for example, two to three different examples depending on the participant's needs – for each exercise are in place for each circuit station to take into account the requirements of a range of participants with different needs. The timings for each station and component of the exercise session are considered as regards the experience and fitness level of the planned group of participants.

Students will demonstrate effective communication styles and use of body language when instructing a group-based circuit exercise session. They must show that they are able to consistently adopt an appropriate teaching position for all components of the circuit training session and demonstrate that they are able to provide appropriate attention and motivation to all participants, taking into account individual participant's needs. Students will consistently provide clear teaching points to participants throughout the session and use volume and pitch of voice effectively.

Students will examine their performance in planning and delivering the group-based circuit session. They will interpret the impact of their choices of exercises/activities, the use of communication and delivery methods on the degree to which the participant's needs and requirements have been met, and the overall success of the session. They will take into account their observations of the participants' performance during the session and feed back after the session.

For pass standard, students will produce a safe and effective plan for a group-based circuit exercise session. Safe and effective planning means the plan will include the exercises for each component of the session. Appropriate timings are in place for each part of the session, the layout for the circuit will need to be included, exercises for each station will need to be planned, circuit cards will need to be prepared for each station with alternatives, adaptions and progressions included. Health and safety considerations and teaching points for each exercise, where appropriate, will be included in the plan.

Students will lead a safe and effective group-based circuit training exercise session. Safe and effective delivery means that they are able to prepare the area and safely set up the appropriate equipment for the circuit training session, welcome participants and advise them of the facility's emergency procedures and health and safety requirements for the session. They will also demonstrate that they have carried out verbal pre-exercise screening for participants prior to the start of the session.

Students will introduce and explain the circuit and its objectives to the participants and then demonstrate each exercise at each session effectively. They will then instruct a safe and effective circuit session including the warm-up, main component and cool-down and, in each component, demonstrate appropriate teaching methods to observe and correct technique where appropriate.

During the session they will demonstrate that they are able to use different communication skills to assist and motivate participants throughout the session. During the session students must be able to demonstrate and explain the exercises with safe and effective alignment, and then ensure participants perform exercises safely and effectively. Where appropriate, students will demonstrate adapted or alternative exercises for participants when required.

Once the session is completed, they will need to show that they can bring the session to an appropriate end.

Students will carry out a review of their own performance in the delivery of a circuit training exercise session, including commentary on the safety and effectiveness of the session and how their own performance has contributed to this. Students will identify strengths and areas for improvement from their review of performance.

Links to other units

This assessment for this unit should draw on knowledge, understanding and skills developed from:

- Unit 2: Health, Wellbeing and Physical Activity
- Unit 3: Professional Personal Trainer Practice
- Unit 4: Client Screening and Health and Fitness Assessment
- Unit 5: Anatomy, Physiology and Kinesiology for Personal Training
- Unit 6: Exercise Requirements and Contraindications for Specific Populations

Employer involvement

This unit would benefit from employer involvement in the form of:

- collaboration with a wide cross-section of businesses employing different health and fitness professionals, such as local authority leisure centres, private health clubs, sports development organisations, outdoor adventure centres and voluntary sports clubs
- talks from group training instructors
- site visits to take part in group exercise training.

Unit 8: Personal Training Methods and Programming

Level: 3

Unit type: Internal

Guided learning hours: 60

Unit in brief

Students explore the theoretical and practical requirements for planning, delivering and evaluating a personal training programme and sessions.

Unit introduction

More and more people are turning to the experience and expertise of a personal trainer to help target fitness training programmes for their individual needs. Personal trainers need to be able to tailor fitness training programmes for their clients and deliver engaging one-to-one and small-group fitness sessions to sustain their clients' motivation to stay on track, as they work towards their individual fitness goals.

In this unit you will explore the different types of exercises for different components of fitness and how these exercises can be performed safely and with the correct technique. You will investigate how to plan a personal training exercise session, taking into account the client's needs and how the session can be adapted to meet different needs. You will then explore how to instruct a safe and effective personal training session.

Effective personal trainers always review their sessions and get feedback from their clients. You will explore different methods for collecting feedback on performance, enabling you to identify your strengths and areas for improvement. The knowledge and skills this unit gives you are an exciting combination of theory and applied aspects to give you an improved understanding and practical experience of personal training.

This unit will help you to progress to employment in the health and fitness industry and support future progression into working with specific populations and people who have been medically referred.

Please note, it is recommended that this unit is delivered and assessed after Unit 7 has been completed.

There are staffing requirements for the tutor, assessor and internal verifier for this unit. Please refer to *Appendix 2 Internal Staffing and Approvals Requirements* for further information.

Learning aims

In this unit you will:

- **A** Explore personal training methods
- **B** Explore the design of personal training programmes
- **C** Plan and instruct personal training sessions
- **D** Review a personal training session

Summary of unit

Learning aim	Key content areas	Assessment approach
A Explore personal training methods	A1 Personal training methods for cardiovascular endurance	A written report that compares different types of training methods and how
	A2 Personal training methods for muscular strength	they can be adapted to meet the needs of 2 contrasting clients.
	A3 Personal training methods for muscular endurance	
	A4 Personal training methods for flexibility	
	A5 Personal training methods for functional exercise	
	A6 Personal training methods in different environments	
B Explore the design of personal training programmes	B1 FITT principles and additional principles of training for exercise programming	Written report on the principles of training, a personal training programme. Video evidence
	B2 Exercise programming	of students instructing a personal training session.
C Plan and instruct personal training sessions	C1 Components of a personal training a personal training session	Video evidence of students instructing a personal training session. The session plan.
	C3 Instructing a personal training session	
D Review a personal training session	D1 Review a client's performance	An evaluative report of own performance and the
	D2 Review own performance	client's performance must be evidenced.

Content

The essential content is set out under content areas. Students must cover all specified content before the assessment. All topics require students to apply knowledge, analyse and evaluate.

Learning aim A: Explore personal training methods

Students must understand different personal training methods and how they are used in a training programme to meet the needs of individuals with different needs.

A1 Personal training methods for cardiovascular endurance

- Definition of cardiovascular endurance.
- Principles of cardiovascular training: training thresholds, percentage of max heart rate.
- Types of current and advanced cardiovascular endurance training:
 - o continuous training training at a steady pace at moderate intensity for a minimum period of 30 minutes
 - o fartlek training the intensity of training is varied by running at different speeds or over different terrains
 - o interval training a work period, followed by a rest or recovery period
 - o circuit training different stations/exercises are used to develop cardiovascular endurance
 - o cardiovascular machines, e.g. treadmill, cycle, rowing machine.
- Methods to progress or regress each type of training.
- Equipment required for aerobic endurance training, e.g. cardiovascular machines.
- Locations for cardiovascular endurance training, e.g. gym-based, outdoor-based park, cross country, fitness trail.

A2 Personal training methods for muscular strength

- Definition of muscular strength.
- Principles when training for strength:
 - o calculation or one repetition maximum (RM),
 - o repetitions and sets
 - o rest periods between sets
 - o low repetitions and high loads
 - o order of exercises to prevent or maximise muscle fatigue.

- Types of current and advanced strength training:
 - o pyramid sets
 - o super-setting
 - o giant sets
 - o tri sets
 - o forced repetitions
 - o pre-/post-exhaust
 - o negative/eccentric training.
- Methods to progress or regress each type of training.
- Equipment required:
 - o free weights dumbbells, bar bell, weights, bench
 - o fixed resistance machines.
- Locations for strength training, e.g. park with strength-training equipment, gym.

A3 Personal training methods for muscular endurance

- Definition of muscular endurance.
- Principles of muscular endurance training:
 - o repetitions and sets
 - o rest periods between sets
 - o high repetitions and low loads
 - o order of exercises to prevent muscle fatigue.
- Types of current and advanced muscular endurance training:
 - o circuit training
 - o fixed resistance machines
 - o free weight
 - o body weight.
- Methods to progress or regress each type of training.
- Equipment required for muscular endurance training:
 - o free weights
 - o fixed resistance machines
 - o resistance bands/tubing
 - o body weight.
- Location for muscular endurance training, e.g. fixed outdoor circuit training stations.

A4 Personal training methods for flexibility

- Definition of flexibility.
- Principles of flexibility: maintenance, developmental, warm-up.
- Types of current and advanced flexibility training:
 - o static
 - o active
 - o passive
 - o dynamic
 - o proprioceptive neuromuscular facilitation (PNF) technique.
- Methods to progress or regress each type of flexibility training.
- Equipment required for flexibility training, e.g. towel, band, mat, partner.

Locations for flexibility training, e.g. gym, park.

A5 Personal training methods for functional exercise

- Definition of functional exercise.
- Types of current and advanced functional exercise:
 - o core stability exercise
 - o gym-based exercises (plank, bridge, V-sit)
 - o balance training methods
 - o static balance static balance exercises focus on retaining the centre of mass above the base of support when stationary
 - o dynamic balance focus on retaining the centre of mass above the base of support when moving
 - o method using stable and unstable surfaces on which to balance
 - o coordination training methods
 - o exercises that involve the use of two or more body parts together.
- Methods to progress or regress each type of functional exercise.
- Equipment required for functional exercise training, e.g. balance ball, wobble board, resistance bands.
- Location for functional exercise training, e.g. gym, studio, outdoor.

A6 Personal training methods in different environments

- Gym.
- Studio.
- Sports hall.
- Confined space, e.g. in a client's home.
- Outdoors.

Learning aim B: Explore the design of personal training programmes B1 FITT principles and additional principles of training for exercise programming

- FITT principles (Frequency, Intensity, Time and Type).
- Additional principles of training:
 - o specificity
 - o progressive overload
 - o reversibility
 - o adaptability
 - o individuality
 - o recovery.
- Intensity of training:
 - o calculation of one-repetition maximum (1RM) and 10-repetition maximum (10RM) for strength training
 - o maximum heart rate 220 age
 - o percentage of maximum heart rate
 - o training zones for aerobic fitness and anaerobic fitness
 - o rep scale 6–20 and 1–10
 - o visual assessment
 - o verbal assessment (talk test).
- Advantages and disadvantages of exercising at various intensities for untrained, trained and highly trained clients.

B2 Exercise programming

- Gathering information from clients and using the information to agree objectives for personal training programmes.
- Checking health screening questionnaires, health monitoring test results and fitness test results of client.
- Importance of agreeing goals with clients in line with the needs and goals, good practice in the industry and own levels of competence.

- Seeking advice from another professional if any risks are identified that are beyond own level of competence.
- Choice of training method.
- Sequence of exercises.
- Resistance load and repetitions.
- Number of sets.
- Rest between sets.
- Speed of movement.
- Type of muscle contraction.
- Duration of exercise session.
- Distance covered, e.g. jogging distance, treadmill distance.
- Rest between sessions.
- Volume of training.
- Split routines.
- Progressive programming.
- Periodisation to prepare for specific events.
- Adapting, modifying and progressing the FITT principles and additional principles of training to meet different needs and goals of clients:
 - o sedentary client
 - o client recovering from injury
 - o over-trained client
 - o client with high fitness levels
 - o client with sport-specific goals
 - o clients with low-risk health conditions.
- Methods to measure progress adapted to the needs of the client, e.g. improved body composition, ability to jog a specific distance, improved mental health.
- Small-group training designing sessions for up to five participants, balancing the needs of individuals in a group.
- Use of different training environments, e.g. gym-based, studio, sports hall, outdoors.

Learning aim C: Plan and instruct personal training sessions

C1 Components of a personal training session

- Warm-up pulse-raiser, mobiliser, dynamic and static stretches.
- Main component cardiovascular endurance training, muscular strength training, muscular endurance, training, functional exercise, flexibility training.
- Cool-down pulse-lowering, flexibility, developmental stretching.
- Length of time for each component.
- Change of times for each component, for clients with differing levels of fitness.

C2 Planning a personal training session

- Gathering information from clients to agree objectives for personal training session.
- Checking no changes from initial health screening and seeking support from medical professional where appropriate.
- Aims and objectives of the personal training session.
- Planning the session.
- Appropriate exercises are identified, to include cardiovascular exercise, muscular strength or muscular endurance exercises, functional exercise and flexibility exercises.
- Selection of the correct equipment for the programme.
- Appropriate sequences of exercises.
- Appropriate timings of each exercise.
- Appropriate intensity for each exercise.
- Adaptions in place for appropriate progression and regression for each exercise.

C3 Instructing a personal training session

Students must instruct a personal training session using fixed weight and free weights, cardiovascular exercise, functional and flexibility exercises for an individual client and for a small group of clients.

- Starting a personal training session:
 - o checking equipment
 - o ensuring area is sufficient and safe for the session
 - o appropriate temperature and ventilation
 - o checks for first aid provision onsite
 - o preparing clients for personal training session
 - welcome clients
 - o checking client's ability and any medical conditions

- o advising clients of the facility's emergency procedures
- o inform the client as to the physical and technical demands and the purpose and value of each exercise
- o confirming or revising plans with the client as appropriate
- o confirm with client own role, responsibilities and limitations in providing assistance.
- Instructing each component of a personal training session:
 - o explain and correctly demonstrate each exercise
 - o provide teaching points for each exercise, to support clients in performing the correct and safe technique
 - o identify incorrect technique
 - o correct client's exercise technique to ensure safe and effective alignment, execution and use of equipment
 - o communicate as appropriate to the client's needs and the environment
 - o methods to observe a client's movement, e.g. change position to observe client
 - o monitor the safety and intensity of each exercise
 - o follow relevant guidelines for hands-on contact with clients
 - assess client to indicate an unplanned change in intensity to increase or decrease effort
 - o provide timely, clear instructions and feedback
 - o use appropriate methods of motivation, e.g. active encouragement, recognising achievement, goal setting, positive reinforcement
 - adapt exercise with suitable progressions and regressions according to client's needs
 - o provide alternative exercises
 - o implement theories related to behaviour change and client motivation.
- Ending a personal training session:
 - o feed back to the client on how they have performed
 - o allow the client(s) to feed back or reflect on the session and ask questions
 - o feed back to allow the client(s) to continue their programme for gym-based exercise without direct supervision
 - o follow correct procedures for checking and putting away equipment used
 - o ensure the area used is in an acceptable condition for future use.

Learning aim D: Review a personal training session

D1 Review a client's performance

- Appraise client's performance in the personal training session.
- Monitoring client's achievement of specific, measurable, achievable, realistic and time-based (SMART) targets.
- Recommendations for client.
- Adaptations to the session, based on client performance.
- Reviewing SMART targets.
- Revise an exercise programme in consultation with a client, based on individual needs.
- Provide ongoing client support, e.g. emails, phone calls, social media, video calls, WhatsApp™.

D2 Review own performance

- How well the exercises met the clients' needs and the appropriateness of the session content in relation to the client and environment.
- Relationship with the client(s): how effective and motivational it was and how well the instructing style matched the clients' needs.
- Adaptations to the session, based on own performance and session content.
- Ways to improve personal practice.
- Value of reflective practice.

Assessment criteria

Learning aim A: Explore personal training methods

Pass	Merit	Distinction
A.P1 Explain personal training methods used for cardiovascular endurance, muscular strength, muscular endurance, flexibility and functional exercise for 2 contrasting clients	A.M1 Assess personal training methods used for cardiovascular endurance, muscular strength, muscular endurance, flexibility and functional exercise for 2 contrasting clients	A.D1 Justify personal training methods used for muscular strength, muscular endurance, flexibility and functional exercise for 2 contrasting clients

Learning aim B: Explore the design of personal training programmes Learning aim C: Plan and instruct personal training sessions

Pass	Merit	Distinction
B.P2 Explain the FITT principles and additional principles of training and their use in a personal training programme design B.P3 Produce a 6-week personal training programme for an identified client	B.M2 Analyse how the FITT principles and additional principles of training have been included in a training programme to meet the needs of an identified client	BC.D2 Justify a personal training programme and personal training session and how each meet the needs of an identified client
 C.P4 Plan safe personal training sessions for an identified client and a small group of clients in different environments C.P5 Instruct personal training sessions for an identified client and a small group of clients in different environments 	C.M3 Explain how the personal training sessions have been planned to meet the needs of an identified client and a small group of clients	

Learning aim D: Review a personal training session

Pass	Merit	Distinction
D.P6 Review a client's performance in a personal training sessionD.P7 Review own performance in planning and instructing a personal training session	D.M4 Assess the planning and instructing of a personal training session, including own and client performance	D.D3 Evaluate the planning and instructing of a personal training session, recommending improvements for planning, instructing and client's achievement

Transferable skills

Managing Yourself	Effective Learning	Interpersonal Skills	Solving Problems
MY – TPR	EL – MOL	IS – WC	SP – CT
MY – PS&R	EL – CL	IS – V&NC	SP – PS
MY – COP	EL – SRS	IS – T	SP – C&I
MY – PGS	EL – PRS	IS – C&SI	

Table key

*	Signposted as part of learning. Requires additional assessment for student to achieve this TS
\checkmark	TS embedded and achieved on completion of the AC
Blank	TS not embedded or signposted in unit

Essential information for assignments

The recommended structure of assessment is shown in the unit summary, along with suitable forms of evidence.

There is a maximum number of three summative assignments for this unit.

The relationship of the learning aims and criteria is:

Learning aim: A (A.P1, A.M1, A.D1)

Learning aims: B and C (B.P2, B.P3, B.M2, C.P4, C.P5, C.M3, BC.D2)

Learning aim: D (D.P6, D.P7, D.M4, D.D3)

Further information for teachers and assessors

Resource requirements

For this unit, students must have access to:

- gym equipment, to include cardiovascular machines, free weights and fixed weights
- recording equipment, such as a video camera, a tablet, a voice recorder
- suitable exercise facilities and equipment; for example, a gym with cardiovascular equipment, fixed resistance machines and free weights
- access to other fitness environments such as outdoor facilities, sports hall, studio.

Essential information for assessment decisions

Assessment criteria C.P5 must comply with the following practical assessment requirements:

CIMSPA stipulates practical assessment guidance that must be adhered to in order to comply with the professional body's endorsement. CIMSPA states that one of the main requests they receive from employers is that emphasis is needed on the importance for real-life assessment to be included in the CIMSPA Professional Standards. Employers have stipulated that all practical assessment must:

- be conducted in a real-world environment. This, where possible, should be in the
 workplace 'on the job' at work, or in a situation that is as close as possible to this,
 in order to replicate a working environment. For example, where appropriate, an
 acceptable scenario is that you could use a different cohort of students for practical
 assessment. This can also be covered within a work placement
- be conducted with 'real clients/participants' and not with peers. A real client/ participant is someone who is, in the best case, a member of the club/facility or the equivalent for self-employed trainees.

The real client/participants must not:

- work at the same facility as the students
- be related to the candidate, i.e. a spouse, partner, step-parent, brother or sister etc.
- be enrolled on the same qualification as the trainee at the same time
- be a close friend.

There are situations where using a real client/participant is untenable. If there are circumstances where real clients/participants should not be used, this should be agreed with the awarding organisation, and evidence provided if a CIMSPA QA visit was to be scheduled.

Learning aim A

For distinction standard, students must give justified reasoning of the choice of each personal training method for cardiovascular endurance, muscular strength, muscular endurance, flexibility and functional exercise for each of the two contrasting clients. They should provide clear reasoning as to how each selected method meets the needs of each client.

For merit standard, students must assess personal training methods for cardiovascular endurance, muscular strength, muscular endurance, flexibility and functional exercise for two contrasting clients. Within the assessment, students should discuss the advantages and disadvantages of each method of training selected for each client.

For pass standard, students must explain personal training methods for cardiovascular endurance, muscular strength, muscular endurance, flexibility and functional exercise for two contrasting clients. For each identified training method, students must include training thresholds, reps, sets, load etc. as appropriate, and explain the use of equipment and location that could be used for each.

Contrasting clients would have differing requirements related to the aims of the training or could be related to fitness levels or experience. The choice of training method should take into account the requirements of the client.

Learning aims B and C

For distinction standard, students must justify the design of a personal training programme giving clear reasoning of how they have applied the FITT principles and additional principles of training to the personal training programme to meet the needs of an identified client.

Students must justify their planning and instructing of a personal training session giving clear reasoning for how the session was planned and reasons for what was included when they started the session, warm-up, main component, cool-down, ending the session, and methods used to communicate, motivate, safely monitor and adapt or provide alternative exercises to meet an individual client's needs.

For merit standard, students must give the advantages and disadvantages of their application of the FITT principles and additional principles of training to the personal training programme that they have designed in relation to how it meets the needs of an identified client.

Students must explain the planned personal training session that they have produced for a client, stating how the planned sessions meet the needs of the identified client and the small group of clients.

For pass standard, students must be able to explain how the FITT principles and additional principles of training can be used and adapted to improve levels of fitness in the design of personal training programme.

Students will then produce a progressive 6-week personal training programme for the client. The personal training programme must meet the client's aims and needs to meet their identified targets. The student must include training methods and appropriate application of the FITT principles and additional principles of training to meet the identified development areas and individual needs of the identified client. The plan should ensure effective integration of all exercises and physical activities to allow the client to achieve short-, medium- and long-term goals. The training programme will cover cardiovascular fitness, muscular strength, muscular endurance, flexibility and functional training. The training programme will show evidence of adaptations to meet an individual client's needs.

Students must select one session from their 6-week personal training programme to plan, in detail, a training session for the same client. They should also plan a training session for a small group of clients (more than one client, up to five clients) in a different environment.

The personal training sessions must last for at least 30 minutes and must include:

- starting the personal training session
- warm-up
- main component
- cool-down
- ending a personal training session.

Students will demonstrate a practical understanding of personal training methods for cardiovascular endurance, muscular strength, muscular endurance, flexibility and functional exercise.

Leaners will deliver the planned training sessions to an individual client and to a small group of clients on different occasions in different environments.

Students will be able to perform correct and safe techniques for all types of exercise and be able to provide teaching points to support clients to perform the correct techniques. Students will be able to show that they understand the different types of equipment used in a gym and outside of a gym for each type of exercise, and why a particular piece of equipment may be preferable to another for individual clients.

Students will know how to adapt each exercise for clients with different fitness levels and individual needs. They will also be able to offer alternative exercises to support clients with different needs.

The training session should include training methods and adhere to the principles of training in order to meet client needs and wants.

Learning aim D

For distinction standard, students must evaluate the client's performance and achievements, linked to their stated fitness goals, and suggest revisions to the programme, based on observation of the client performance and client feedback.

Students must evaluate their own performance, including their relationship with the client, the effectiveness of their instructional and motivational style, matched to the client's needs and wants, and justifying suggestions made to improve own planning and delivery.

For merit standard, students must assess the client's performance in the personal training session making links to performance for each part of the session and areas they performed well and areas for development. Students must assess their own performance in the planning and delivery of a personal training session making links to performance for each part of the session and areas they performed well and areas for development.

For pass standard, students must review a client's performance in a personal training session, including strengths and areas for development. Students must also review their own performance in instructing a personal training session, including their strengths and areas for development.

Links to other units

This assessment for this unit should draw on knowledge, understanding and skills developed from:

- Unit 2: Health, Wellbeing and Physical Activity
- Unit 4: Client Screening and Health and Fitness Assessment
- Unit 5: Anatomy, Physiology and Kinesiology for Personal Training
- Unit 7: Circuit Training

Employer involvement

Centres can involve employers in the delivery of this unit if there are local opportunities to do so.

Unit 9: Nutrition for Personal Training

Level: 3

Unit type: Internal

Guided learning hours: 60

Unit in brief

Students explore the importance of nutrition and hydration within a health and fitness context.

Unit introduction

The importance of good nutrition and hydration to aid performance in health and fitness has become a significant area of interest in recent years. The significance of a balanced diet and its links to good health and improved exercise and sports performance is now a key aspect of health and wellbeing. The demands of rigorous training can have negative effects on the health of every exercise participant, but the individual's diet can have a considerable effect on their performance. Involving the client in the planning of their diet can result in improved health benefits, as well as promoting adequate refuelling and hydration, leading to improved health and wellbeing as well as exercise performance.

In this unit you will look at the concepts of nutrition and digestion, exploring the physiology of the digestive system and how food is broken down and subsequently utilised by the body. You will then be introduced to the components of a balanced diet and common terms linked to nutritional requirements. You will also explore energy intake and expenditure and how this can be measured in different ways for individuals. You will also consider the availability, costs and accuracy of these measures and how relevant they are to the participant. You will look at hydration and diet for different exercises and physical activities and investigate how nutritional requirements will vary for each individual. The inclusion of supplements and sports drinks will be considered, alongside the activity levels and fitness levels of the individual and the legislation relating to doping.

Finally, you will be able to apply knowledge and understanding by producing a realistic diet and hydration plan.

This unit will help you to progress to employment in fitness instruction, sports nutrition or elite sport. The unit will also help you to progress to further study in higher education or professional qualifications in sports nutrition and related subjects.

Learning aims

In this unit you will:

- **A** Examine concepts of nutrition, hydration, diet and digestion
- **B** Explore energy intake and expenditure for exercise participation
- C Investigate legislation, guidance and procedures associated with anti-doping
- **D** Produce a diet and hydration plan to support an individual taking part in a selected sport or physical activity

Summary of unit

Learning aim	Key content areas	Assessment approach
A Examine concepts of nutrition, hydration, diet	A1 Basic nutritional principles	A detailed case study examining energy, nutrition,
and digestion	A2 Hydration	hydration, diet, digestion and anti-doping for athletes
	A3 Diet	and their importance in
	A4 Eating disorders	relation to sports
	A5 Digestion	performance.
B Explore energy intake and expenditure for exercise participation	B1 Energy measures, sources and estimating body composition	
	B2 Energy balance	
C Investigate legislation, guidance and procedures associated with anti-doping	C1 Performance-enhancing substances and drugs	
	C2 Anti-doping legislation and guidance	
D Produce a diet and	D1 Planning diets	A justified 2-week diet
hydration plan to support an individual taking part in a selected sport or physical activity	D2 Nutritional strategies to meet an individual's needs	and hydration plan for a selected performer undertaking a specific sport.

Content

The essential content is set out under content areas. Students must cover all specified content before the assessment. All topics require students to apply knowledge, analyse and evaluate.

Learning aim A: Examine concepts of nutrition, hydration, diet and digestion A1 Basic nutritional principles

Structures, function and sources of micronutrients and fibre.

- Macronutrients:
 - o carbohydrates: sugars and starches, simple and complex carbohydrates, monosaccharides, disaccharides and polysaccharides
 - o proteins: amino acids
 - o fats: saturated, unsaturated (monounsaturated, polyunsaturated), hydrogenated fats, trans fats, fatty acids (omega 3 and omega 6).
- Micronutrients:
 - o vitamins
 - o minerals.
- Fibre:
 - o function of fibre
 - o source of fibre
 - o Recommended Daily Intake (RDI).
- Nutritional requirements:
 - o essential
 - o non-essential.
- Common terminology and standard abbreviations:
 - o Recommended Daily Allowance (RDA)
 - o Reference Daily Intake (RDI)
 - o Optimum Daily Intake (ODI)
 - o Safe Intake (SI)
 - o Estimated Average Requirements (EAR).

A2 Hydration

Understand the importance of fluid intake to maintain hydration.

- Signs, symptoms, and effects of inappropriate hydration levels:
 - o dehydration
 - o hyperhydration.
- Sources:
 - o water
 - o sports drinks:
 - o hypertonic
 - o hypotonic
 - o isotonic.
- Function of each type of fluid:
 - o Fluid intake:
 - pre-exercise
 - during exercise
 - post-exercise.
- Effects of temperature of fluid on speed of rehydration.

A3 Diet

- Balanced diet:
 - o carbohydrates
 - o fats
 - o proteins
 - o water
 - o fibre
 - o vitamins
 - o minerals.
- Influence of nutrition on health, such as:
 - o obesity
 - o cholesterol
 - o cancer risk
 - o heart disease.

- Guides for sources of nutrition and balanced diets:
 - o government guidelines
 - o evidence-based recommendations
 - o credible sources
 - o food pyramid
 - o eatwell guide
 - o food labelling.

A4 Eating disorders

The content in this topic deals with sensitive, potentially triggering themes. Please ensure students know how to access support.

Overview of the different eating disorders, the fact that they are psychological conditions, signs and symptoms and their effect on health.

- Anorexia nervosa.
- Bulimia nervosa.
- Support available for people with eating disorders, e.g. Beat, National Eating Disorders Association, National Centre for Eating Disorders.

A5 Digestion

- Structure of the digestive system:
 - o gastrointestinal tract
 - o buccal cavity
 - o esophagus
 - o stomach
 - o small intestine
 - o large intestine
 - o anus
 - o digestive juices and enzymes.
- The digestive system consists of:
 - o tongue
 - o salivary glands
 - o liver
 - o pancreas
 - o gallbladder.

- Functions of digestive system:
 - o digestion
 - o absorption
 - o excretion
 - o progressing to more vigorous exercise.

Learning aim B: Explore energy intake and expenditure for exercise participation

B1 Energy measures, sources and estimating body composition

- Measures:
 - o calories
 - o joules
 - o kilocalories (kcals)
 - o kilojoules.
- Sources and amount of kcals per g:
 - o fats
 - o carbohydrates
 - o proteins.
- Estimating body composition, e.g.:
 - o BMI
 - o Skinfold analyses
 - o Bioelectrical Impedance Analysis (BIA).

B2 Energy balance

- Energy balance:
 - positive energy balance excess energy intake to energy expenditure (gain body weight)
 - o negative energy balance lower energy intake to energy expenditure (lose body weight).
- Basal metabolic rate (BMR).
- Harris-Benedict equation (to calculate BMR).

- Factors affecting BMR:
 - o age
 - o gender
 - o climate
 - o physical activity.
- Energy requirements for different types of exercise or physical activity.

Learning aim C: Investigate legislation, guidance and procedures associated with anti-doping

C1 Performance enhancing substances and drugs

- Nutritional supplements, e.g.:
 - o vitamins and minerals
 - o dietary supplements
 - o whey protein
 - o BCAAs
 - o creatine
 - o caffeine
 - o herbal supplements
 - o cannabidiol (CBD) oil.
- Contamination of supplements.
- Methods to carry out research to check claims for supplements, e.g.:
 - o sample size
 - o methodology used for testing
 - o sponsorship or funding of the research potential bias
 - o research papers
 - o publication of research such as peer-reviewed journals, influencers on social media, celebrity endorsements etc.
- Prohibited at all times (in and out of competition):
 - o prohibited substances
 - o non-approved substances
 - o anabolic agents
 - o peptide hormones, growth factors, related substances and mimetics
 - o beta-2 agonists
 - o hormone and metabolic modulators
 - o diuretics and masking agents

- o prohibited methods
- o manipulation of blood and blood components
- o chemical and physical manipulation
- o gene and cell doping.
- Prohibited in competition:
 - o stimulants (non-specified and specified)
 - o narcotics
 - o cannabinoids
 - o glucocorticoids.

C2 Anti-doping legislation and guidance

- Agencies and policing of anti-doping.
- World Anti-Doping Agency (WADA).
- UK Anti-Doping (UKAD):
 - o roles and responsibilities
 - o testing process and doping control
 - o education and prevention
 - o intelligence and investigations
 - o results management
 - o science and medicine.
- Athletes' rights and responsibilities:
 - o strict liability
 - o prohibited list.
- Consequences of doping:
 - o physical, financial and social.
- Reporting doping:
 - o how and why.

Learning aim D: Produce a diet and hydration plan to support an individual taking part in a selected sport or physical activity

D1 Planning diets

- Appropriate for selected individual.
- Assessment of needs:
 - o weight gain
 - o weight loss

- o muscle gain
- o fat gain/loss
- o preparation for an endurance event.
- Nutritional assessment tools:
 - o food diary
 - o food recall and frequency questionnaires
 - o body composition assessment.
- Nutrition:
 - o macronutrients
 - o micronutrients
 - o fibre.
- Supplements: e.g.:
 - o caffeine
 - o creatine
 - o energy gels/bars
 - o glucose tablets
 - o protein shakes/powders.
- Sources of food.
- Cost and availability of different types of food sources.

D2 Nutritional strategies to meet an individual's needs

- Nutritional strategies:
 - o carbohydrate/glycogen loading
 - o increased protein intake
 - o weight loss
 - o weight gain.
- Application of nutritional strategies for different events:
 - o endurance event over one hour 30 mins
 - o strength/power
 - o to meet/maintain a target weight weight loss or weight gain.

Assessment criteria

Learning aim A: Examine concepts of nutrition, hydration, diet and digestion Learning aim B: Explore energy intake and expenditure for exercise participation

Learning aim C: Investigate legislation, guidance and procedures associated with anti-doping

Pass	Merit	Distinction
A.P1 Describe concepts of balanced diet and sources of nutrition from recommended guidelines	A.M1 Explain the relationship between nutrition, hydration and diet and the impact on exercise	ABC.D1 Analyse nutritional, energy and hydration needs for an individual
A.P2 Describe hydration and its effects on exercise		
A.P3 Describe the structure and function of the digestive system in terms of digestion, absorption and excretion		
B.P4 Describe energy intake, expenditure and balance in exercise	B.M2 Explain energy intake, expenditure and balance in sports performance	
C.P5 Outline legislation, guidance and procedures associated with anti-doping		

Learning aim D: Produce a diet and hydration plan to support an individual taking part in a selected sport or physical activity

Pass	Merit	Distinction
D.P6 Perform a nutritional assessment for a selected individual	D.M3 Explain an effective and detailed 2-week diet and hydration plan for a	D.D2 Justify the 2-week diet and hydration plan for a selected individual to meet
D.P7 Plan an appropriate 2-week diet and hydration plan for a selected individual explaining reasons for the food and fluids selected	selected individual based on initial nutritional assessment findings	their specific nutritional needs

Transferable skills

Managing Yourself	Effective Learning	Interpersonal Skills	Solving Problems
MY – TPR	EL – MOL	IS – WC	SP – CT
MY – PS&R	EL – CL	IS – V&NC	SP – PS
MY – COP	EL – SRS	IS – T	SP – C&I
MY – PGS	EL – PRS	IS – C&SI	

Table key

*	Signposted as part of learning. Requires additional assessment for student to achieve this TS
\checkmark	TS embedded and achieved on completion of the AC
Blank	TS not embedded or signposted in unit

Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aims: A, B and C (A.P1, A.P2, A.P3, B.P4, C.P5, A.M1, B.M2, ABC.D1)

Learning aim D: (D.P6, D.P7, D.M3, D.D2)

Further information for teachers and assessors

Resource requirements

Students need to have access to a wide variety of research materials, including texts, journals and the internet. Additional resources can include access to laboratories and nutrition-based IT software.

Essential information for assessment decisions

Learning aims A, B and C

For distinction standard, students will analyse the effects and importance of energy, nutritional and hydration requirements required for participation in a specific type of exercise or physical activity. The analysis will determine the factors that contribute to energy balance and students will assess the effects of these factors on sports performance in relation to wider nutritional and hydration needs. References and examples should be provided where appropriate to support the analysis. Students will also make a detailed assessment of the methods of anti-doping used by athletes and make evaluative judgements about their value and comparative effectiveness.

For merit standard, students will explain the relationship between nutrition, diet and digestion and the impacts these have on different types of exercise. They will show some insight into negative impacts of poor diet and nutrition processing, demonstrating competent knowledge of key concepts in diet and the function of the digestive system. Students will give a clear outline of energy absorption and use with relevant and coherent connections made between energy and performance.

For pass standard, students will describe general concepts of a balanced diet and sources of nutrition, using common terminology associated with nutrition and guidelines provided by accepted public health sources to validate their points. Students will demonstrate an understanding eating disorders including their signs and symptoms, their effect on health and how to gain support for individual suffering from an eating disorder. Students will describe the general structure and function of the digestive system and will be familiar with the enzymes that break down specific food sources.

There should be a clear link to the process of absorption and excretion of digested foodstuffs. They will also give a general outline of energy forms and use, including intake, expenditure and balance in sport performance. Students will give a generally adequate overview of the legislation, guidance and procedures related to anti-doping.

Learning aim D

For distinction standard, students will justify the effectiveness of the 2-week diet and hydration plan they have prepared based on a nutritional assessment. They will give valid reasons, references or evidence to support the elements of the plan, clearly indicating the benefits it will have for the individual and making suggestions for ongoing review.

For merit standard, students will review the goals of the individual and make connections between their aims and the exercise or physical activity to identify relevant needs based on a nutritional assessment. They will develop a clear and cohesive plan, covering dietary and hydration needs for a selected individual based on the initial nutritional assessment findings and give reasons for the inclusion of the foods and fluids selected to meet the needs of a selected individual.

For pass standard, students will produce a relevant 2-week diet and hydration plan for a selected individual to meet their goals based on a nutritional assessment. The plan will show healthy and balanced nutrition and hydration information covering general details, but may lack some clarity and specific relevance to the selected individual and their aims. Reasons will be provided for the choices of foods and fluids provided to support an individual to understand the healthy eating options that have been selected to meet the client's nutrition needs.

Links to other units

This assessment for this unit should draw on knowledge, understanding and skills developed from:

- Unit 2: Health, Wellbeing and Physical Activity
- Unit 4: Client Screening and Health and Fitness Assessment
- Unit 8: Personal Training Methods and Programming

Employer involvement

This unit would benefit from employer involvement in the form of:

- links with local health education professionals and nutritionists
- guest speakers
- development of assessment materials in partnership with health and fitness professionals.

Unit 10: Business, Marketing and Technology for Personal Training

Level: 3

Unit type: Internal

Guided learning hours: 60

Unit in brief

Students develop the skills needed to prepare a personal training business plan, using IT and financial and fitness data. They will implement a lifestyle and fitness programme for a client.

Unit introduction

In this unit you will develop an understanding of how to use IT to produce a successful business plan that includes financial forecasting and ways to achieve business growth. You will design your own plan that can be used to improve client motivation through lifestyle changes. You will link your plan to the technological developments currently shaping the fitness sector. You will plan and deliver a fitness and lifestyle programme for a client, relevant to your business plan. In your programme planning, you should take into consideration your client's individual needs and demonstrate that you have evaluated key client data and understood the methods used to collect this data. You will create a suitable personal training environment. Finally, you will learn how to evaluate the impact of your programme effectively, both for a client and for your own personal training skills.

To complete the assessment activities in this unit, you will select and apply the knowledge and skills you developed in your study of the mandatory content and in your wider learning across the programme. This unit will help you to progress to employment in the fitness industry. The unit will also help you to progress to further study in higher education and to professional qualifications in fitness, health and wellbeing.

Learning aims

In this unit you will:

- **A** Investigate the use of business skills for personal training
- **B** Explore the use of technology for personal training
- **C** Explore business-related legislation and organisational procedures for personal training

Summary of unit

Learning aim	Key content areas	Assessment approach	
A Investigate the use of business skills for personal	A1 Producing a personal training business plan	A business plan for a personal training business,	
training	A2 Finance and accounting for business planning in personal training	using IT and including details of how financial data will be maintained and monitored.	
	A3 Using IT for business planning in personal training	A market research plan for a personal training business, using marketing	
	A4 Marketing approaches, strategies and research for	strategies and tactics. A research plan into how	
	personal training	different types of	
	A5 Developing a marketing plan technology by clients a		
B Explore the use of technology for personal training	B1 Advances in fitness and trainer to motivate training technology for the	trainer to motivate and support a client's regular participation in physical	
	B2 Advances in fitness and training technology for a personal trainer	activity.	
c Explore business-related legislation and organisational procedures	C1 Business-related legislation for personal training	A report of a review of how a personal trainer can ensure that they are	
for personal training	C2 Ethics for a personal trainer	meeting business-related legislation for their personal training business and to	
	C3 Professional behaviours for a personal trainer	ensure that they are following appropriate ethics and professional behaviours required in the personal training industry.	

Content

The essential content is set out under content areas. Students must cover all specified content before the assessment. All topics require students to apply knowledge, analyse and evaluate.

Learning aim A: Investigate the use of business skills for personal training A1 Producing a personal training business plan

- Business plan to include:
 - o business rationale and idea
 - o business goals
 - o business targets
 - o business objectives
 - o key performance indicators
 - o target market
 - o client-facing product and services
 - o sales and how to grow a client base
 - o activities to support business objectives and growth
 - o unique selling point (USP)
 - o cash flow.
- Using relevant IT to produce a business plan.
- Reviewing business delivery and effectiveness:
 - o SWOT analysis
 - o financial assessment
 - o staff satisfaction surveys
 - o client satisfaction surveys
 - o client retention.

A2 Finance and accounting for business planning in personal training

Students will create, maintain and monitor financial data, to include:

- Budgeting:
 - o forecasting
 - o sales
 - o targets.
- Profit and loss, e.g. gross profit, net gain.
- Balance sheets.
- Tax (income tax, VAT).

- National insurance.
- Public liability insurance.
- Financial reporting.
- Self-employed and employed UK requirements.
- Pricing, e.g. discounting, individual session prices, group offers, seasonal pricing, loyalty offers, competitor pricing.
- Importance of keeping accurate records:
 - o legal requirements
 - o sales
 - o payment of tax
 - o purchasing and ordering records
 - o expenses.
- Interpretation and analysis of financial data to promote business growth.

A3 Using IT for business planning in personal training

Students will understand how a personal trainer uses IT to support and manage clients.

- Record keeping online client-data-protection agreement.
- Sales and invoicing:
 - o EMV payment method
 - o invoicing via email
 - o website to select and buy exercise sessions
 - o client and group management, e.g. social media messaging group.
- Class or client scheduling:
 - o online booking service, e.g. PTminder.
- Retention levels:
 - o key performance indicators
 - o online client area access
 - o social media promotion of clients' progress.
- Session reminders, e.g. text service, social media messaging.
- Analysis and interpretation of data.

A4 Marketing approaches, strategies and research for personal training

- Marketing and sales tactics:
 - o product unique selling point (USP) for personal trainers, e.g. training methods, equipment, location, age
 - o price including pricing strategies, e.g. buy two sessions get one free, refer a friend, block-booking discounts
 - o promotion the promotional mix, including the use of digital promotion, social media, target market, brand image
 - o place personal training locations, e.g. access, parking; customer trends and preferences.
- Marketing and sales strategies:
 - o online presence, e.g. social media page, website
 - o stationery, e.g. flyers, leaflets, business card
 - o word-of-mouth promotion, e.g. referral plan with incentive
 - o self-branded clothing to promote business
 - o local media, e.g. local radio, local newspaper.
- Market research:
 - o public questionnaires and interviews
 - o online questionnaires
 - o SWOT analysis
 - o local areas analysis opportunities and competition.

A5 Developing a marketing plan

Students will develop a marketing plan incorporating the key elements to support success in personal training.

- Business aim.
- Target market.
- Services.
- Marketing and promotional strategies.
- Identification of the competition.
- Marketing goals, e.g. number of new clients, income.
- Methods to review results.

Learning aim B: Explore the use of technology for personal training B1 Advances in fitness and training technology for the client

Students will understand how the use of the following training technology helps to provide data to monitor and motivate clients to maintain their exercise programme.

- Wearable technology, e.g. smart watches, heart rate monitors, fitness trackers, smart clothing.
- Video fitness games/simulations, e.g. Nintendo® Wii FitTM, interactive stationary bike.
- Mobile phone applications, e.g. calorie trackers, physical activity monitoring.
- Online fitness:
 - o interactive spinning classes
 - o online classes
 - o personal training sessions.
- Benefits of training technology for the client, e.g. improve motivation, track progress in achieving fitness goals.
- Limitations of training technology for the client, e.g. cost, internet access.

B2 Advances in fitness and training technology for a personal trainer

Students will understand how the use of the following training technology helps the personal trainer to support, monitor, manage and motivate clients to maintain their exercise programmes.

- Producing online personal training, e.g.:
 - o tutorials
 - o exercise videos
 - o nutritional advice
 - o online direct contact
 - o online challenges.
- Comparing fitness data from clients against expected results/health ranges, e.g.:
 - o normative data tables accessible online
 - o calorie consumption calculator
 - o body composition, e.g. Bioelectrical Impedance Analysis (BIA).
- Using data to make judgements and suggesting improvements, e.g.:
 - o to increase activity levels
 - o to focus on specific components of fitness.

Learning aim C: Explore business-related legislation and organisational procedures for personal training

C1 Business-related legislation for personal training

- Current work-related legislation:
 - o health and safety legislation
 - o public liability insurance
 - o national governing bodies (NGBs) affiliation fitness professional, e.g. Chartered Institute for the Management of Sport and Physical Activity (CIMSPA)
 - o Disclosure and Barring Service (DBS) check, if working with young people or vulnerable adults.
- Relevant health and safety qualifications and training.
- Risk assessment of facility and equipment.
- Use of key legislation for data protection and confidentiality.

C2 Ethics for a personal trainer

Students will show an understanding of professional ethics related to the role of a personal trainer.

- Professional membership with appropriate bodies, e.g. CIMSPA.
- Know the boundaries of the role and scope of practice, e.g. when to refer clients to medical professionals or other appropriately qualified fitness professionals.
- Work with other relevant professionals, e.g. sports massage therapists.
- Follow the personal trainer professional code of conduct:
 - o positive
 - o honest
 - o empowering
 - o personal integrity
 - o respectful of clients and other professionals
 - o motivating
 - o trustworthy
 - o committed
 - o non-judgemental
 - o consistent
 - o appropriate personal conduct
 - o role-model
 - o portray a professional image.

C3 Professional behaviours for a personal trainer

Personal trainers should ensure client safety and wellbeing at all times by complying with relevant legal responsibilities.

- Health and safety at work.
- Equality and diversity.
- Safeguarding.
- Data protection.
- Hazard identification.
- Safe working practices.
- Ethics and professional conduct.
- Relevant data protection legislation.
- Informed consent.
- Storing client information in a safe place.
- Physical Activity Readiness Questionnaire (PAR-Q)/health commitment statement from every client.
- Relevant technology legislation, e.g. data protection, intellectual property (IP), patents and copyright.

Assessment criteria

Learning aim A: Investigate the use of business skills for personal training

Pass	Merit	Distinction
A.P1 Explain how a personal trainer could use IT to support and manage their clients	A.M1 Produce a detailed personal training business plan, including a detailed financial forecast using IT	A.D1 Produce a comprehensive personal training business and marketing plan using IT,
 A.P2 Produce a personal training business plan, including a financial forecast using IT A.P3 Explain how marketing tactics, 	A.M2 Analyse how marketing tactics, strategies and research are used to produce an effective marketing plan for a personal training business	justifying how each aspect of the plan will support business success
strategies and research are used to market a personal training business in a local area		
A.P4 Produce a marketing plan for a personal training business in a local area		

Learning aim B: Explore the use of technology for personal training

•		
Pass	Merit	Distinction
B.P5 Explain and demonstrate the use of fitness and training technology to motivate clients to increase and maintain fitness levels	B.M3 Analyse the use of fitness and training technology to motivate regular participation in exercise for clients with different needs	B.D2 Evaluate how the impact of advances in fitness and training technology helps to motivate clients to improve their regular participation
B.P6 Explain and demonstrate the use of fitness and training technology to support personal trainers to motivate clients and improve their fitness		in exercise

Learning aim C: Explore business-related legislation and organisational procedures for personal training

Pass	Merit	Distinction
C.P7 Explain the	C.M4 Analyse the	C.D3 Evaluate the impact
importance of legislation,	importance of legislation,	of legislation, ethics and
ethics and professional	ethics and professional	professional behaviours
behaviours for a personal	behaviours for a personal	on personal training as
trainer	trainer	a business

Transferable skills

Managing Yourself	Effective Learning	Interpersonal Skills	Solving Problems
MY – TPR	EL – MOL	IS – WC	SP – CT
MY – PS&R	EL – CL	IS – V&NC	SP – PS
MY – COP	EL – SRS	IS – T	SP – C&I
MY – PGS	EL – PRS	IS – C&SI	

Table key

*	Signposted as part of learning. Requires additional assessment for student to achieve this TS
\checkmark	TS embedded and achieved on completion of the AC
Blank	TS not embedded or signposted in unit

Essential information for assignments

The recommended structure of assessment is shown in the unit summary along with suitable forms of evidence. *Section 5* gives information on setting assignments and there is further information on our website.

There is a maximum number of two summative assignments for this unit. The relationship of the learning aims and criteria is:

Learning aims: A and B (A.P1, A.P2, A.P3, A.P4, A.M1, A.M2, A.D1, B.P5, B.P6, B.M3, B.D2)

Learning aim: C (C.P7, C.M4, C.D3)

Further information for teachers and assessors

Resource requirements

Students will need access to case studies, fitness testing equipment, IT and accounting software; for example, Excel spreadsheets.

Essential information for assessment decisions

Learning aims A and B

For distinction standard, students will produce a thorough and convincing personal training business and marketing plan. The plans will show effective use of a full range of IT and the principles of business planning and delivery, including a full and detailed financial forecast.

Students will give well-developed reasons for their judgements on each plan's effectiveness, showing specific, in-depth knowledge of the use of technology to meet client needs, and enhancement of business performance. Students will be consistent and accurate in their use of the terminology used in the sector.

Students will explore the potential impact of each of the four pieces of different technology that a client may use to help motivate them to participate in regular physical activity. They will then arrive at a justified conclusion, based on their findings, as to which types of technology they would recommend to clients. Students will also explore the potential impact of each of the four pieces of different technology that a personal trainer may use to help them to obtain data from their clients to help them to effectively support achievement in regular participation in physical activity. They will then arrive at a justified conclusion, based on their findings, as to which technology they would recommend to a personal trainer.

For merit standard, students will produce a clear and detailed personal training business plan and marketing plan. The business plan will be detailed, showing appropriate use of a full range of IT and business principles, including a clear financial forecast. The marketing plan will be detailed and provide strengths and weaknesses of how marketing tactics, strategies and research are used to produce an effective marketing plan for a personal training business in a local area.

Students will provide a clear, and mostly accurate, analysis of the delivery and effectiveness of the business plan. They will make mostly relevant connections between the effectiveness of the business plan and meeting client needs.

Students will provide a clear, and mostly accurate, analysis of the effectiveness of the marketing plan. They will make mostly relevant connections between the effectiveness of the plan and meeting the personal training business needs.

Students will be generally accurate in their use of the terminology used in the sector.

Students will explore the advantages and disadvantages of each of the four pieces of different technology that a client may use to help motivate them to participate in regular physical activity. Factors such as cost, ease of use and information provided could be explored in students' assessments.

Students will also explore the advantages and disadvantages of each of the four types of different technology that a personal trainer may use to help them to motivate and obtain data from their clients to help them to support client achievement. Factors such as type of data produced, cost, ease of use and information provided could be explored in students' analysis.

For pass standard, students will produce a realistic personal training business plan. The plan will be straightforward, showing use of a range of essential IT and business principles only, including financial planning. The plan should incorporate relevant IT and show how it will be used to support and manage clients.

Students will produce a realistic personal training marketing plan. The plan will show use of a range of essential marketing tactics, strategies and research to show how it will be used to market personal training business. Students should use relevant terminology and show a basic understanding of IT.

Students will explore four different types of technology used in fitness and training. They will explain and demonstrate how each piece of technology is used by clients and the types of information that clients can receive or how the technology can be used by the client to help to motivate them to participate in regular physical activity to increase and maintain their fitness levels. Students will also explore four different types of technology and demonstrate how a personal trainer could use them to help them understand their clients' needs, fitness levels and progress and/or how the personal trainer can use technology to support their clients to take part in regular physical activity. For each type of technology that a personal trainer could use, reasoning as to how the technology helps to motivate clients should be included.

When students are demonstrating the use of technology, they will need to show that they can operate the technology appropriately to achieve the desired outcome.

Learning aim C

For distinction standard, students will review the reasons behind the legislation, ethics and professional behaviours in place for personal training. They will also review the benefits of how these are in place to support the health and wellbeing of clients trained by a personal trainer, as well as to protect the health, wellbeing and business of a personal trainer.

For merit standard, students will assess the key legislation related to personal training, covering at least five different types of legislation and the reasons why each is in place, together with the issues of what could happen if a personal trainer did not adhere to them.

Students will also provide a comprehensive account of the professional ethics that a personal trainer should adhere to and the professional behaviours a personal trainer should demonstrate, with reasoning as to why each is important for the clients' welfare and for the personal trainer's welfare and business.

For pass standard, students will explore the key legislation in personal training, covering at least five different types of legislation and how they are applied when working as a personal trainer.

Students will also provide a detailed account of the professional ethics that a personal trainer should adhere to and the professional behaviours a personal trainer should demonstrate, with reasoning as to why each is important for the clients and for the personal trainer's business, health and safety.

Links to other units

This assessment for this unit should draw on knowledge, understanding and skills developed from:

- Unit 1: Careers in the Health and Fitness Industry
- Unit 3: Professional Personal Trainer Practice

Employer involvement

Centres can involve employers in the delivery of this unit if there are local opportunities to do so.

12 Understanding the qualification grade

Awarding and reporting for the qualification

This section explains the rules that we apply in awarding a qualification and in providing an overall qualification grade for each student. It shows how all the qualifications in this sector are graded.

The awarding and certification of these qualifications will comply with regulatory requirements.

Eligibility for an award

In order to be awarded a qualification, a student must complete all units and achieve a Pass or above in units.

To achieve any qualification grade, students must:

- complete and have an outcome of at least a Pass for all units
- achieve the **minimum number of points** at a grade threshold.

It is the responsibility of a centre to ensure that a correct unit combination is adhered to.

Calculation of the qualification grade

The final grade awarded for a qualification represents an aggregation of a student's performance across the qualification. As the qualification grade is an aggregate of the total performance, there is some element of compensation in that a higher performance in some units may be balanced by a lower outcome in others.

BTEC Level 3 Technical Occupational Entry for Personal Trainer is awarded at the grade ranges shown in the table below.

Qualification	Available grade range
Diploma	PP to D*D*

The *Calculation of qualification grade* table, shown further on in this section, shows the minimum thresholds for calculating these grades. The table will be kept under review over the lifetime of the qualification. The most up-to-date table will be issued on our website.

Pearson will monitor the qualification standard and reserves the right to make appropriate adjustments.

Students who do not meet the minimum requirements for a qualification grade to be awarded will be recorded as Unclassified (U) and will not be certificated. They may receive a Notification of Performance for individual units.

Points available for internal units

The table below shows the number of **points** available for internal units. For each internal unit, points are allocated depending on the grade awarded.

Grade	Unit size (60 GLH)
U	0
Pass	6
Merit	10
Distinction	16

Grade	Unit size (90 GLH)
U	0
Pass	9
Merit	15
Distinction	24

Claiming the qualification grade

Subject to eligibility, Pearson will automatically calculate the qualification grade for your students when the internal unit grades are submitted and the qualification claim is made. Students will be awarded qualification grades for achieving the sufficient number of points (with valid combinations) within the ranges shown in the relevant *Calculation of qualification grade* table for the cohort.

Calculation of qualification grade

Applicable for registration from 1 August 2025.

Diploma (720 GLH)

Grade	Points threshold
U	0
PP	72
МР	88
ММ	104
DM	124
DD	144
D*D	162
D*D*	180

The table is subject to review over the lifetime of the qualification. The most up-to-date version will be issued on our website.

13 Appeals

Centres must have a policy for dealing with appeals from students. Appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy is a consideration of the evidence by a lead internal verifier or other member of the programme team. The assessment plan should allow time for potential appeals after students have been given assessment decisions.

Centres must document all students' appeals and their resolutions. Further information on the appeals process can be found in the document *Internal assessment in vocational qualifications: Reviews and appeals policy,* available on our website.

14 Malpractice

Dealing with malpractice in assessment

Malpractice refers to acts that undermine the integrity and validity of assessment, the certification of qualifications and/or may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actual or attempted actions of malpractice by students, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on students, centre staff or centres where malpractice or attempted malpractice has been proven.

Malpractice may occur or be suspected in relation to any unit or type of assessment within a qualification. For further details on malpractice and advice on preventing malpractice by students, please see Pearson's *Centre Guidance: Dealing with malpractice*, available on our website.

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Students must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The *Centre Guidance: Dealing with Malpractice* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe a centre is failing to conduct internal assessment according to our policies. The above document gives further information and examples. It details the penalties and sanctions that may be imposed.

In the interests of students and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Student malpractice

The head of centre is required to report incidents of suspected student malpractice that occur during Pearson qualifications. We ask centres to complete *JCQ Form M1* (www.jcq.org.uk/malpractice) and email it with any accompanying documents (signed statements from the student, invigilator, copies of evidence etc.) to the Investigations Processing team at candidatemalpractice@pearson.com. The responsibility for determining appropriate sanctions or penalties to be imposed on students lies with Pearson.

Students must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Students found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

Teacher/centre malpractice

The head of centre is required to inform Pearson's Investigations team of any incident of suspected malpractice (which includes maladministration) by centre staff before any investigation is undertaken. The head of centre is requested to inform the Investigations team by submitting a JCQ Form M2 (downloadable from www.jcq.org.uk/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example, Pearson staff, anonymous informants), the Investigations team will conduct the investigation directly or may ask the head of centre to assist.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released or they may be withheld.

You should be aware that Pearson may need to suspend certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

Where malpractice is proven, we may impose sanctions or penalties, such as:

- mark reduction for affected external assessments
- disqualification from the qualification
- debarment from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures, we may impose sanctions such as:

- working with centres to create an improvement action plan
- requiring staff members to receive further training
- placing temporary suspensions on certification of students
- placing temporary suspensions on registration of students
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the head of centre (on behalf of students and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in the JCQ Appeals booklet (www.jcq.org.uk/exams-office/appeals).

15 Further information and publications

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/contact-us.html.
- Books, software and online resources for UK schools and colleges: <u>www.pearsonschoolsandfecolleges.co.uk</u>.
- Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

All centres offering external assessments must comply with the Joint Council for Qualifications (JCQ) document *Instructions for conducting examinations*.

Further documents that support the information in this specification:

- Access arrangements and reasonable adjustments and special consideration (JCQ)
- A guide to the special consideration process (JCQ)
- Collaborative and consortium arrangements for the delivery of vocational qualifications policy (Pearson)
- *UK information manual* (updated annually and available in hard copy) **or** *Entries and information manual* (available online) (Pearson)
- Distance learning and assessment policy (Pearson).

Publisher information

Any publisher can seek endorsement for their resources and, if they are successful, we will list their BTEC resources on our website.

16 Glossary

Part A – Terms used in knowledge and understanding criteria

Term	Description	
Analyse	Examine methodically and in detail, typically in order to interpret.	
Assess	Consideration of all factors or events that apply, to identify those which are the most important or relevant and make a judgement.	
Carry out	Students demonstrate skills through practical activities, carrying out or executing what has to be done in line with certain requirements. Students do this in order to complete an identified activity or to demonstrate personal achievement for an audience.	
Compare	Identify the main factors relating to two or more items/situations, explaining the similarities and differences or advantages and disadvantages, and in some cases say which is best and why.	
Describe	Give a clear account in students' own words, including all the relevant information (e.g. qualities, characteristics or events etc.). Description shows recall and in some cases application.	
Detailed	Having additional facts or information beyond a simple response.	
Evaluate	Bring together all information and review it to form a supported conclusion, drawing on evidence, including strengths, weaknesses, alternative actions, relevant data or information.	
Explain	Provide details and give reasons and/or evidence to support an opinion, view or argument. OR Provide details and give relevant examples to clarify and extend a	
	point. This would usually be in the context of students showing their understanding of a technical concept or principle.	
Interpret	Students state the meaning, purpose or qualities of something through the use of images, words or other expressions.	
Identify	Shows the main features or purpose of something. Can recognise it and/or name characteristics or facts that relate to it.	
Justify	 Students give reasons or evidence to: support an opinion; or prove something right or reasonable. 	

Term	Description
Produce	Students' knowledge, understanding and/or skills are applied to develop a particular type of evidence; for example, a proposal, plan, product, service or report.
Recommend/make recommendations	Students suggest particular action(s) that should be done.

Appendix 1 – Transferable Skills framework

Code = transferable skill initials-skills cluster initials

Managing yourself

Code	Skills cluster	Performance descriptor
MY-TPR	Taking personal responsibility	Demonstrates understanding of their role and responsibilities and the expected standards of behaviour.
		Demonstrates compliance with codes of conduct and ways of working.
		Makes use of available resources to complete tasks.
		Manages their time to meet deadlines and the required standards.
		Demonstrates accountability for their decisions or actions.
MY-PS&R	Personal strengths and resilience	Identifies own personal strengths and demonstrates the ability to utilise/these in relevant areas.
		Demonstrates the ability to adapt own mindset and actions to changing situations or factors.
		Uses challenges as learning opportunities.

Code	Skills cluster	Performance descriptor
MY-COP	Career orientation planning	Undertakes research to understand the types of roles in the sector in which they could work.
		Reviews own career plans against personal strengths and identifies areas for development to support progression into selected careers.
		Takes part in sector-related experiences to support career planning.
MY-PGS	Personal goal setting	Sets SMART goals using relevant evidence and information.
		Reviews progress against goals and identifies realistic areas for improvement.
		Seeks feedback from others to improve own performance.

Effective learning

Code	Skills cluster	Performance descriptor
EL-MOL	Managing own learning	Maintains a focus on own learning objectives when completing a task.
		Demonstrates the ability to work independently to complete tasks.
		Reviews and applies learning from successful and unsuccessful outcomes to be effective in subsequent tasks.
EL-CL	Continuous learning	Engages with others to obtain feedback about own learning progress.
		Responds positively to feedback on learning progress from others.
		Monitors own learning and performance over the short and medium term.
EL-SRS	Secondary research skills	Defines the research topic or question.
		Uses valid and reliable sources to collate secondary data.
		Interprets secondary data and draws valid conclusions.
		Produces a reference list and cites sources appropriately.
EL-PRS	Primary research skills	Defines the research topic or question.
		Carries out primary data collection using appropriate and ethical research methodology.
		Interprets primary data to draw valid conclusions.

Interpersonal skills

Code	Skills cluster	Performance descriptor
IS-WC	Written communication	Produces clear formal written communication using appropriate language and tone to suit purpose.
IS-V&NC	Verbal and non-verbal communications	Uses verbal communication skills effectively to suit audience and purpose.
		Uses body language and non-verbal cues effectively.
		Uses active listening skills and checks understanding when interacting with others.
IS-T	Teamwork	Engages positively with team members to understand shared goals and own roles and responsibilities.
		Respectfully considers the views of team members and consistently shows courtesy and fairness.
		Completes activities in line with agreed role and responsibilities.
		Provides support to team members to achieve shared goals.
IS-C&SI	Cultural and social intelligence	Demonstrates awareness of own cultural and social biases
		Demonstrates diversity, tolerance and inclusivity values in their approach to working with others.

Solving problems

Code	Skills cluster	Performance descriptor
SP-CT	Critical thinking	Demonstrates understanding of the problem or issue to be addressed.
		Makes use of relevant information to build ideas and arguments.
		Assesses the importance, relevance and/or credibility of information.
		Analyses, interprets and evaluates information to present reasoned conclusions.
SP-PS	Problem-solving	Presents a clear definition of the problem.
		Gathers relevant information to formulate proposed solutions.
		Selects relevant and significant information to formulate proposed solutions.
		Identifies negative and positive implications of proposed solutions.
		Presents and justifies selected solutions to problems.
SP-C&I	Creativity and innovation	Identifies new and relevant ideas to help solve a problem.
		Refines ideas into workable solutions based on test results and/or feedback.

Appendix 2 – Internal Staffing and Approvals Requirements

Staffing requirements

The following staffing and approval requirements, in line with CIMSPA guidelines, must apply for staff delivering, assessing and verifying *Unit 7: Circuit Training* and *Unit 8: Personal Training Methods and Programming*.

All teachers, tutors, assessors and internal verifier/quality assurance staff must:

- possess:
 - a level 2 Group Exercise Instructor e.g., aerobics instructor, circuits instructor or current membership with CIMSPA as a Group Exercise Instructor for Unit 7: Circuit Training
 - o a level 3 Personal Trainer or current membership with CIMSPA as a Personal Trainer for *Unit 8: Personal Training Methods and Programming*
- have relevant industry experience
- have knowledge of and a commitment to the Exercise and Fitness Code of Ethical Practice
- demonstrate active involvement in a process of industry relevant Continued Professional Development during the last two years.

The teacher/tutor

Teachers/tutors delivering units 7 and/or 8 will need to hold or be working towards a teaching qualification – examples of acceptable qualifications are:

- Certificate in Education/PGCE
- Level 3 Award in Preparing to Teach in the Lifelong Learning Sector (QCF) (PTTLS)
- Level 4 Award in Preparing to Teach in the Lifelong Learning Sector (QCF) (PTTLS)
- Level 4 Certificate in Teaching in the Lifelong Learning Sector (QCF) (CTTLS)
- Level 5 Diploma in Teaching in the Lifelong Learning Sector (QCF) (DTTLS)
- Relevant predecessor NQF tutor qualifications.

Assessors must hold or be working towards an assessor qualification – examples of acceptable qualifications are:

- Certificate in Education
- Level 3 Award in Assessing Vocationally Related

- Achievement (QCF)
- Level 3 Award in Assessing Competence in the Work Environment (QCF)
- Level 3 Certificate in Assessing Vocational Achievement (QCF)
- A1 (previously D32, D33)
- Relevant predecessor NQF assessor qualifications.

How to apply for approval to run Pearson BTEC Level 2 Extended Technical Occupational Entry for Personal Trainer (Diploma)

Centres will be required to demonstrate evidence of teaching staff expertise as part of the approval process as well as appropriate facilities and resources for delivery and assessment of these qualifications.

Please refer to Section 6 for further information in centre recognition and approval.

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