

all you need to know.

Qualification Specification

NCFE Level 3 Certificate in Personal Training (500/8526/8)

Issue 4.0 October 2020

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Summary of changes

This section summarises the changes to this qualification specification since the last version (Issue 3 November 2017).

Issue	Publication Date	Summary of amendments
3	November 2017	First publication
4.0	October 2020	References to the Register of Exercise Professionals (REPs) removed as this qualification is no longer endorsed, and references to Apprenticeship Frameworks removed due to withdrawal.

Section 1

Qualification overview

Qualification overview

Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the Level 3 Certificate in Personal Training.

All information contained in this specification is correct at the time of publishing.

To ensure that you're using the most up-to-date version of this qualification specification, please check the issue date in the page headers against that of the qualification specification on our dedicated qualifications website www.qualhub.co.uk.

If you advertise this qualification using a different or shortened name, you must ensure that learners are aware that their final certificate will state the regulated qualification title of Level 3 Certificate in Personal Training.

Things you need to know

Qualification number (QN)	500/8526/8
Aim reference	50085268
Total Qualification Time (TQT)	360
Guided Learning Hours (GLH)	245
Credit value	36
Level	3
Assessment requirements	internally assessed and externally quality assured portfolio of evidence

Total Qualification Time (TQT)

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time comprises:

- the Guided Learning Hours for the qualification
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, Tutor or other appropriate provider of education or training.

Credit

The credit value is equal to the Total Qualification Time divided by 10, rounded to the nearest whole number.

About this qualification

This is a regulated qualification. The regulated number for this qualification is 500/8526/8.

This qualification includes common units put together by SkillsActive, the Sector Skills Council for Active Leisure and Learning. This qualification has been developed with the support of SkillsActive.

This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

This qualification is suitable for use within a Study Programme.

Qualification purpose

This qualification is designed for those in the exercise and fitness sector who wish to complement their existing skills. It is good progression from the Level 2 Certificate in Fitness Instructing.

This qualification will:

- focus on the study of the fitness and personal training within the leisure sector
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a number of practical and technical skills.

Qualification objectives

The objective of this qualification is to:

- provide learners with the understanding and practical skills needed to work as a Personal Trainer in a variety of settings. This includes understanding health and safety in a fitness environment, customer service, anatomy and physiology, personal training programmes and sessions, and nutrition.
-

Achieving this qualification

To be awarded the Level 3 Certificate in Personal Training, learners are required to successfully complete 7 mandatory units.

Mandatory units

Unit number	Unit title
Unit 01	Know how to support clients who take part in exercise and physical activity
Unit 02	Health, safety and welfare in a fitness environment
Unit 03	Principles of exercise, fitness and health
Unit 04	Anatomy and physiology for exercise and health
Unit 05	Programming personal training with clients
Unit 06	Delivering personal training sessions
Unit 07	Applying the principles of nutrition to a physical activity programme

The learning outcomes for each unit are provided in Section 2 (page 15).

The units above may be available as stand-alone unit programmes. Please visit www.ncfe.org.uk/units for further information.

To achieve the Level 3 Certificate in Personal Training, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this qualification specification.

Learners who aren't successful can resubmit work within the registration period; however, a charge may apply. A partial certificate can be requested for learners who don't achieve their full qualification but who have achieved at least one whole unit.

Essential skills

While completing this qualification, learners may develop the knowledge, understanding and essential skills employers look for in employees. These range from familiar 'key skills', such as teamworking, independent learning and problem solving, to more tricky-to-measure skills, such as:

- an appreciation for appropriate behaviour and dress
- appropriate interpersonal skills
- communicating with professional colleagues/peers and/or hierarchical seniors
- supporting other aspiring employees
- personal manners and deportment
- understanding work practices and how different roles and departments function within an organisation.

Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by a qualified RPL Advisor.

Credit transfer

Where a learner has already achieved a unit with credit, NCFE will recognise that prior learning and will allow the credit to be transferred onto a new qualification, provided that the units have the same Ofqual reference number.

Direct Claim Status

For more information about Direct Claim Status, please contact our Customer Support team on 0191 239 8000.

Qualifications and awards with simulation and assessment in a Realistic Work Environment (RWE)

Where the assessment guidance for a unit allows, it is essential that organisations wishing to operate a RWE do so in an environment which reflects a real work setting and replicates the key characteristics of the workplace in which the skill to be assessed is normally employed. This will ensure that any competence achieved in this way will be sustained in real employment.

Entry guidance

This qualification is designed for those who are seeking to develop advanced skills and knowledge in fitness instructing and for those seeking employment in the sector.

It's not an NCFE requirement that learners must have achieved the Level 2 Certificate in Fitness Instructing qualification before enrolling on this qualification.

Entry is at the discretion of the centre. However, learners should be aged 16 or above to undertake this qualification.

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the learning outcomes and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.

Learners registered on this qualification shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

Progression opportunities

Learners who achieve this qualification could progress to:

- Level 3 Certificate in Leisure Management
- Level 3 Award in Adapting Physical Activity for Antenatal and Postnatal Clients
- any other Level 3 qualification in the Health and Fitness Industry
- Level 4 HNC Diploma in Sport
- Level 4 HNC Diploma in Sport and Exercise Sciences

This qualification offers progression into employment as a Fitness Instructor.

Progression to Higher Level Studies

This qualification aims to provide learners with a number of progression options, including higher level studies at university or FE colleges. The skills required to progress to higher academic studies are different from those required at Levels 1 and 2. Level 3 qualifications enable the development of these skills. Although there is no single definition of higher level learning skills, they include:

- checking and testing information
- supporting your points with evidence
- self-directed study
- self-motivation
- thinking for yourself
- analysing and synthesising information/materials
- critical thinking and problem solving
- working collaboratively
- reflecting upon learning and identifying improvements.

Level 3 criteria can require learners to **analyse, draw conclusions, interpret** or **justify**, which are all examples of higher level skills. This means that evidence provided for the portfolio will also demonstrate the development and use of higher level learning skills.

Qualification dates

Regulated qualifications have operational end dates and certification end dates.

We review qualifications regularly, working with sector representatives, vocational experts and stakeholders to make any changes necessary to meet sector needs and to reflect recent developments.

If a decision is made to withdraw a qualification, we will set an operational end date and provide reasonable notice to our centres. We will also take all reasonable steps to protect the interest of learners.

An operational end date will only show on the Ofqual Register of Regulated Qualifications register.ofqual.gov.uk and on our website if a decision has been made to withdraw a qualification. After this date, we can no longer accept learner registrations. However, certification is allowed until the certification end date so that learners have time to complete any programmes of study. The certification end date will only show on the Ofqual Register once an operational end date has been set. After this date, we can no longer process certification claims.

Staffing requirements

Assessors and deliverers must ensure that they adhere to the occupational competence guidelines and supporting information given in the SkillsActive Assessment Strategy for the Level 3 Certificate in Personal Training, which is available from our dedicated qualifications website www.qualhub.co.uk.

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the expected number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure that all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

Assessors and Internal Quality Assurance

Staff involved in the Assessment and Internal Quality Assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internal quality assured. This may be gained through experience and/or qualifications.

Resource requirements

To assist in the delivery of this qualification, centres should have access to appropriate facilities and equipment to ensure that the following unit is assessed practically:

- Delivering personal training sessions (J/600/9053)
-

Support for learners

Learner's Evidence Tracking Log (LETL)

The LETL covers the mandatory units in this qualification and it can help learners keep track of their work. This document can be downloaded free of charge from our dedicated qualifications website www.qualhub.co.uk. You don't have to use the LETL – you can devise your own evidence-tracking document instead.

Support for centres

There are a number of support documents available that you might find useful for delivery. These are available to download from our dedicated qualifications website www.qualhub.co.uk or can be requested from the Customer Support team on 0191 239 8000 or by emailing service@ncfe.org.uk.

Customer Support team

Our Customer Support team will support you with approvals, registrations, external quality assurance, external assessment, results and certification. You can contact Customer Support on 0191 239 8000 or email service@ncfe.org.uk.

Qualification Support Packs

NCFE offers a free Qualification Support Pack (QSP) for this qualification.

QSPs are a free resource that Tutors can use when planning and delivering an NCFE qualification. Within a QSP, Tutors will find a Scheme of Work, PowerPoint presentations and a wide range of tasks and worksheets to help learners consolidate their knowledge.

QSPs are not intended to provide full coverage of learning outcomes, but the content is mapped to the qualification to ensure it is relevant and useful.

The QSP for this qualification can be downloaded from our dedicated qualifications website www.qualhub.co.uk.

Reasonable Adjustments and Special Considerations Policy

This policy is aimed at customers – including learners – who use our products and services and who submit requests for reasonable adjustments and special considerations. The policy can be found on our dedicated qualifications website www.qualhub.co.uk.

Subject maps

Our suite of subject maps showcase the qualifications we have available within each specialist sector and how they connect to each other. They demonstrate how you can plot routes for your learners at different levels from entry level right through to higher education or the workforce, with supporting qualifications along the way.

Fees and Pricing

The current Fees and Pricing Guide is available on our dedicated qualifications website www.qualhub.co.uk.

Training and support

We can provide training sessions for Assessors and Internal Quality Assurers. Bespoke subject-specific training is also available. For further information please contact our Quality Assurance team on 0191 239 8000.

Learning resources

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the qualification page on our website for more information and to see what is available for this qualification.

Links to National Skills Standards

For this qualification, we've highlighted where learning opportunities for the Functional Skills qualifications may be found.

This qualification can be used to develop learners':

- English skills
- Mathematics skills.

If a learner wishes to gain a Functional Skills qualification, they must successfully pass the relevant Functional Skills assessment.

This qualification has also been mapped to the Personal, Learning and Thinking Skills (PLTS) framework.

The Skills Mapping document for this qualification can be found on the qualification page of our dedicated qualifications website www.qualhub.co.uk.

Mapping to National Occupational Standards

National Occupational Standards (NOS) are owned by a Sector Skills Council (SSC) or Standard-Setting Body (SSB) and describe the skills, knowledge and understanding needed to undertake a particular task or job at different levels of competence.

The units and structure of this qualification are based on the SkillsActive Level 3 Standards in Exercise and Fitness NOS for Personal Training.

Further information on the NOS used in this qualification can be found on the SSC website www.skillsactive.com.

Section 2

Unit content and assessment guidance

Unit content and assessment guidance

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

The unit overview includes:

- unit title and number
- unit summary
- credit value
- guided learning hours
- level
- an indication of whether a unit is mandatory or optional
- NOS mapping.

Following the unit summary, there's detailed information for each unit containing:

- learning outcomes
- delivery and assessment (including types of evidence for internal assessment).

The regulated unit number is indicated in brackets for each unit (eg M/100/7116). However, to make cross-referencing assessment and quality assurance easier, we've used a sequential numbering system in this document for each unit.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes are covered and if the evidence generated can be internally and externally quality assured. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

For further information or guidance about this qualification, please contact our Product Development team on 0191 239 8000.

Unit 01 Know how to support clients who take part in exercise and physical activity (M/600/9015)

Unit summary	This unit covers the knowledge an instructor needs to provide ongoing customer service and how to support clients taking part in exercise and physical activity.
Credit value	2
Guided learning hours	13
Level	2
Mandatory/optional	Mandatory
NOS mapping	Instructing Exercise and Fitness 2009 NOS Instructing Physical Activity and Exercise 2009 NOS

Learning outcome 1

The learner will:

- 1 Understand how to form effective working relationships with clients

The learner can:

- 1.1 Explain why it's important to form effective working relationships with clients
- 1.2 Explain why it's important to present oneself and the organisation positively to clients
- 1.3 Describe how different communication skills can be used to assist clients with motivation
- 1.4 Explain the importance of valuing equality and diversity when working with clients

Learning outcome 2

The learner will:

- 2 Understand how to address barriers to exercise/physical activity that clients experience

The learner can:

- 2.1 Identify the typical barriers to exercise/physical activity that clients experience
- 2.2 Explain how incorporating clients' exercise/physical activity preferences into their programme can strengthen motivation and adherence
- 2.3 Describe different incentives and rewards that can strengthen clients' motivation and adherence
- 2.4 Describe different strategies that can help clients overcome typical barriers to exercise/physical activity

Unit 01 Know how to support clients who take part in exercise and physical activity (M/600/9015) (con'td)

Learning outcome 3

The learner will:

- 3 Understand how to support clients to adhere to exercise/physical activity

The learner can:

- 3.1 Explain why it is important for a client to take personal responsibility for their own fitness and motivation
 - 3.2 Describe how to assist clients to develop their own strategy for motivation and adherence
 - 3.3 Identify different behaviour change approaches/strategies to encourage adherence to exercise/physical activity
 - 3.4 Describe how to set short-, medium- and long term SMART goals
 - 3.5 Describe how to review and revise short-, medium- and long-term SMART goals
-

Learning outcome 4

The learner will:

- 4 Understand how to provide ongoing customer service to clients

The learner can:

- 4.1 Explain the importance of client care both for the client and the organisation
 - 4.2 Explain why it is important to deal with clients' needs to their satisfaction
 - 4.3 Identify where to source relevant and appropriate information to meet clients' needs
 - 4.4 Explain the importance of dealing with any delay in meeting clients' needs timely and effectively
 - 4.5 Give examples of how to exceed customer expectations, when appropriate
 - 4.6 Explain the importance of handling client complaints positively following an organisation's procedure
-

Unit 01 Know how to support clients who take part in exercise and physical activity (M/600/9015) (con'td)

Delivery and assessment

This unit should be delivered alongside the theoretical knowledge of anatomy and physiology.

1.1-1.4, 2.1-2.4 - Client profile: an in-detail client profile highlighting readiness for participation level. This should include as much information about the client as possible. Life questions could be asked and barriers to training discussed. Use standard explanations of each type of evidence (to be written and included in template) plus any specific guidance.

3.1-3.5, 4.1-4.6 - Induction documentation, forms and materials used to induct and welcome new clients which show how to incorporate clients' exercise/physical activity preferences into their programme which can strengthen motivation and adherence. This documentation will contain confidentiality agreements and organisational policy.

Induction and programming should recognise physical limits of clients and should always maintain their dignity and self respect.

Types of evidence

Evidence could include:

- learner report - 1.1-4.6

Unit 02 Health, safety and welfare in a fitness environment (T/600/9016)

Unit summary	This unit covers the knowledge and understanding that instructors need to maintain health, safety and welfare in a fitness environment, including the safeguarding of children and vulnerable adults.
Credit value	2
Guided learning hours	16
Level	2
Mandatory/optional	Mandatory
NOS mapping	Instructing Exercise and Fitness 2009 NOS Instructing Physical Activity and Exercise 2009 NOS C22 Promote health, safety and welfare in active leisure and recreation

Learning outcome 1

The learner will:

- 1 Understand emergency procedures in a fitness environment

The learner can

- 1.1 Identify the types of emergencies that may occur in a fitness environment
- 1.2 Describe the roles that different staff and external services play during an emergency
- 1.3 Explain the importance of following emergency procedures calmly and correctly
- 1.4 Describe how to maintain the safety of people involved in typical emergencies, including children, older people and disabled people

Learning outcome 2

The learner will:

- 2 Understand health and safety requirements in a fitness environment

The learner can:

- 2.1 Outline why health and safety is important in a fitness environment
- 2.2 Identify the legal and regulatory requirements for health and safety relevant to working in a fitness environment
- 2.3 Describe Duty of Care and professional role boundaries in relation to special population groups
- 2.4 Identify the typical roles of individuals responsible for health and safety in a fitness organisation
- 2.5 Describe the types of security procedures that may apply in a fitness environment
- 2.6 Describe the key health and safety documents that are relevant in a fitness environment

Unit 02 Health, safety and welfare in a fitness environment (T/600/9016) (cont'd)

Learning outcome 3

The learner will:

3 Understand how to control risks in a fitness environment

The learner can

- 3.1 Identify possible hazards in a fitness environment, relating to:
- facilities
 - equipment
 - working practices, including lifting and handling of equipment
 - client behaviour
 - security
 - hygiene
- 3.2 Describe how to risk assess the types of possible hazards in a fitness environment
- 3.3 Describe how to control risks associated with hazards in a fitness environment
- 3.4 Identify the appropriate person/position to contact within a fitness organisation when hazards and risks cannot be controlled personally
-

Learning outcome 4

The learner will:

4 Understand how to safeguard children and vulnerable adults

The learner can:

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

Unit 02 Health, safety and welfare in a fitness environment (T/600/9016) (cont'd)

Delivery and assessment

1.1-1.4, 2.1-2.6 - Records of recommendations/actions passed to those responsible for health and safety in the learner's workplace/fitness environment. Records of communication with colleagues - passing on advice about health and safety in their workplace/fitness environment. This could include presentations, emails, memos etc.

3.1-3.4, 4.1-4.9 - Risk assessments and associated actions and recommendations should be reported to those responsible for health and safety within the learner's workplace/fitness environment. Records of such communication may be used as evidence. Knowledge and understanding standards may be covered or confirmed using questioning, professional discussion personal statements or other appropriate method(s) regarding safeguarding of children and vulnerable adults.

Types of evidence

Evidence could include:

- learner report (1.1-4.9)

Unit 03 Principles of exercise, fitness and health (A/600/9017)

Unit summary	This unit covers knowledge an instructor needs to programme safe and effective exercise for a range of clients, the health benefits of physical activity and the importance of healthy eating.
Credit value	4
Guided learning hours	28
Level	2
Mandatory/optional	Mandatory
NOS mapping	Instructing Exercise and Fitness 2009 NOS Instructing Physical Activity and Exercise 2009 NOS

Learning outcome 1

The learner will:

- 1 Understand the effects of exercise on the body

The learner can:

- 1.1 Describe cardiovascular and respiratory adaptations to endurance/aerobic training
- 1.2 Identify the short- and long-term effects of exercise on blood pressure
- 1.3 Describe the "blood pooling" effect following exercise
- 1.4 Describe the effects of exercise on bones and joints including the significance of weight-bearing exercise
- 1.5 Describe delayed onset of muscle soreness (DOMS)
- 1.6 Identify exercises or techniques likely to cause delayed onset of muscle soreness
- 1.7 Describe the short- and long-term effects of different types of exercise on muscle
- 1.8 Describe different exercises that can improve posture

Learning outcome 2

The learner will:

- 2 Understand the components of fitness

The learner can:

- 2.1 Define the components of health-related fitness
- 2.2 Define the components of skill-related fitness
- 2.3 Identify the factors that affect health- and skill-related fitness

Unit 03 Principles of exercise, fitness and health (A/600/9017) (cont'd)

Learning outcome 3

The learner will:

- 3 Understand how to apply the principles and variables of fitness to an exercise programme

The learner can:

- 3.1 Describe the physiological implications of:
 - specificity
 - progressive overload
 - reversibility
 - adaptability
 - individuality
 - recovery time
 - 3.2 Explain the principles of FITT (Frequency, Intensity, Time and Type)
 - 3.3 Explain the principles of a progressive training programme in developing components of fitness
 - 3.4 Explain how to recognise when and how to regress a training programme
 - 3.5 Explain the principles of adaptation, modification and progression for each component of FITT (Frequency, Intensity, Time and Type)
 - 3.6 Describe the effect of speed on posture, alignment and intensity
 - 3.7 Describe the effect of levers, gravity and resistance on exercise
 - 3.8 Describe the differences between programming exercise for physical fitness and for health benefits
-

Learning outcome 4

The learner will:

- 4 Understand the exercise contraindications and key safety guidelines for special populations

The learner can:

- 4.1 Describe the exercise contraindications and key safety guidelines for working with older people (50 plus)
 - 4.2 Describe the exercise contraindications and key safety guidelines for working with antenatal and postnatal clients
 - 4.3 Describe the exercise contraindications and key safety guidelines for working with young people (14-16)
 - 4.4 Describe the key safety considerations for working with disabled people
-

Unit 03 Principles of exercise, fitness and health (A/600/9017) (cont'd)

Learning outcome 5

The learner will:

5 Understand how to safely monitor exercise intensity

The learner can:

- 5.1 Describe the benefits and limitations of different methods of monitoring exercise intensity including:
- the talk test
 - Rate of Perceived Exertion (RPE)
 - heart rate monitoring and the use of different heart rate zones
-

Learning outcome 6

The learner will:

6 Understand the health benefits of physical activity

The learner can:

- 6.1 Describe the health benefits of physical activity
- 6.2 Describe the effect of physical activity on the causes of certain diseases including:
- coronary heart disease
 - some cancers
 - Type 2 Diabetes
 - hypertension
 - obesity
 - osteoporosis
-

Unit 03 Principles of exercise, fitness and health (A/600/9017) (cont'd)

Learning outcome 7

The learner will:

7 Understand the importance of healthy eating

The learner can:

- 7.1 Describe the national food model/guide
- 7.2 Describe key healthy eating advice that underpins a healthy diet
- 7.3 Explain the importance of adequate hydration
- 7.4 Explain professional role boundaries in relation to offering nutritional advice
- 7.5 Explain the dietary role of the key nutrients
- 7.6 Identify the common dietary sources of the key nutrients
- 7.7 Describe the energy balance equation
- 7.8 Explain the health risks of poor nutrition

Delivery and assessment

This unit should be delivered alongside the theoretical knowledge of anatomy and physiology.

2.1-2.3, 3.1-3.8 - This could show a range of activities to help motivate clients to achieve their goals and meet the needs of the clients. Session plans could include the principles of training and also include resources and facilities required to implement the programme. Recording progression could be in this section.

4.1-4.4, 6.1, 6.2 - The Assessor could observe the learner talking to the client and gathering information on the demands of the programme where lifestyle changes can be put into practice. The learner can then be seen putting this information into achieving short-, medium- and long-term goals. Key safety guidelines should be for working with older people (50 plus), antenatal and postnatal clients, young people (14-16) disabled people.

7.1-7.8 - Learners could produce a short report which compares daily energy requirements within a group of learners, family or friends.

Types of evidence

Evidence could include:

- learner reports, individual action plans, questionnaires -1.1-1.8
- session plans - 2.1-2.3, 3.1-3.8
- observation/professional discussion - 4.1-4.4, 5.1, 6.1-6.2

Unit 04 Anatomy and physiology for exercise and health (A/600/9051)

Unit summary	This unit covers the knowledge an instructor needs about anatomy and physiology relating to exercise programming for a range of clients.
Credit value	6
Guided learning hours	43
Level	3
Mandatory/optional	Mandatory
NOS mapping	Instructing Physical Activity and Exercise 2009 NOS

Learning outcome 1

The learner will:

- 1 Understand the heart and circulatory system and its relation to exercise and health

The learner can:

- 1.1 Explain the function of the heart valves
- 1.2 Describe coronary circulation
- 1.3 Explain the effect of disease processes on the structure and function of blood vessels
- 1.4 Explain the short- and long-term effects of exercise on blood pressure, including the valsalva effect
- 1.5 Explain the cardiovascular benefits and risks of endurance/aerobic training
- 1.6 Define blood pressure classifications and associated health risks

Learning outcome 2

The learner will:

- 2 Understand the musculoskeletal system and its relation to exercise

The learner can:

- 2.1 Explain the cellular structure of muscle fibres
- 2.2 Describe the sliding filament theory
- 2.3 Explain the effects of different types of exercises on muscle fibre type
- 2.4 Identify and locate the muscle attachment sites for the major muscles of the body
- 2.5 Name, locate and explain the function of skeletal muscle involved in physical activity
- 2.6 Identify the anatomical axes and planes with regard to joint actions and different exercises
- 2.7 Explain the joint actions brought about by specific muscle group contractions
- 2.8 Describe joints/joint structure with regard to range of motion/movement and injury risk
- 2.9 Describe joint movement potential and joint actions
- 2.10 Describe the structure of the pelvic girdle and associated muscles and ligaments

Unit 04 Anatomy and physiology for exercise and health (A/600/9051) (cont'd)

Learning outcome 3

The learner will:

3 Understand postural and core stability

The learner can:

- 3.1 Describe the structure and function of the stabilising ligaments and muscles of the spine
- 3.2 Describe local muscle changes that can take place due to insufficient stabilisation
- 3.3 Explain the potential effects of abdominal adiposity and poor posture on movement efficiency
- 3.4 Explain the potential problems that can occur as a result of postural deviations
- 3.5 Explain the impact of core stabilisation exercise and the potential for injury/aggravation of problems
- 3.6 Explain the benefits, risks and applications of the following types of stretching:
 - static (passive and active)
 - dynamic
 - Proprioceptive Neuromuscular Facilitation

Learning outcome 4

The learner will:

4 Understand the nervous system and its relation to exercise

The learner can:

- 4.1 Describe the specific roles of:
 - the central nervous system (CNS)
 - the peripheral nervous system (PNS) including somatic and autonomic systems
- 4.2 Describe nervous control and transmission of a nervous impulse
- 4.3 Describe the structure and function of a neuron
- 4.4 Explain the role of a motor unit
- 4.5 Explain the process of motor unit recruitment and the significance of a motor unit's size and number of muscle fibres
- 4.6 Explain the function of muscle proprioceptors and the stretch reflex
- 4.7 Explain reciprocal inhibition and its relevance to exercise
- 4.8 Explain the neuromuscular adaptations associated with exercise/training
- 4.9 Explain the benefits of improved neuromuscular coordination/efficiency to exercise performance

Unit 04 Anatomy and physiology for exercise and health (A/600/9051) (cont'd)

Learning outcome 5

The learner will:

5 Understand the endocrine system and its relation to exercise and health

The learner can:

- 5.1 Describe the functions of the endocrine system
 - 5.2 Identify the major glands in the endocrine system
 - 5.3 Explain the function of hormones including:
 - growth hormone
 - thyroid hormones
 - corticosteroids
 - catecholamines
 - insulin
 - glucagon
-

Learning outcome 6

The learner will:

6 Understand energy systems and their relation to exercise

The learner can:

- 6.1 Identify the contribution of energy according to:
 - duration of exercise/activity being performed
 - type of exercise/activity being performed
 - intensity of exercise/activity being performed
 - 6.2 Identify the by-products of the three energy systems and their significance in muscle fatigue
 - 6.3 Describe the effect of endurance training/advanced training methods on the use of fuel for exercise
-

Unit 04 Anatomy and physiology for exercise and health (A/600/9051) (cont'd)

Delivery and assessment

1.1-1.6, 4.1-4.9, 5.1-5.3, 6.1-6.3 - Practical work will be accompanied by written and oral questioning. Performance must be demonstrated consistently with the different examples of practical activity being carried out. Photographic evidence should be used to provide evidence with parental consent. Oral questioning and practical demonstrations are recommended because these are considered to be the most appropriate for this 'hands on' qualification.

2.1-2.10, 3.1-3.6 - Oral and written questions and assignments should also be given to learners. They should be delivered alongside the theoretical knowledge of anatomy and physiology, which should include the following:

Bones:

- axial skeleton
- cranium
- cervical vertebrae
- thoracic vertebrae
- lumbar vertebrae
- sacral vertebrae
- sternum
- ribs
- coccyx

Appendicular Skeleton:

- scapula
- clavicle
- humerus
- ulna
- radius
- carpals
- metacarpals
- phalanges
- ilium
- ischium
- pubis
- femur
- patella
- tibia
- fibula
- tarsal
- metatarsals

Unit 04 Anatomy and physiology for exercise and health (A/600/9051) (cont'd)

Joints:

- immovable
- slightly moveable
- freely movable
- synovial: ellipsoid, saddle, gliding, pivot, ball and socket, hinge

Major Muscles:

- pectoralis major
- deltoids
- biceps
- rectus abdominis
- obliques
- forearm flexors
- transverse abdominis
- trapezius
- rhomboids
- triceps
- latissimus dorsi
- erector spinae
- hip flexors
- quadriceps
- adductors
- anterior tibialis
- gluteals
- abductors
- hamstrings
- gastrocnemius
- soleus
- diaphragm
- intercostals

Unit 04 Anatomy and physiology for exercise and health (A/600/9051) (cont'd)

Muscles:

- rotator cuff
- teres minor
- supraspinatus
- subscapularis Infraspinatus
- shoulder girdle
- levator scapulae
- pectoralis minor
- serratus anterior
- trapezius
- rhomboids major
- minor teres
- major spinal extensors
- erector spinae: iliocostalis, longissimus, spinalis
- multifidus
- quadratus lumborum
- iliopsoas
- iliacus
- psoas
- major adductors magnus
- brevis
- longus
- pectinius
- gracilis
- sartorius
- gluteus medius
- gluteus minimus
- piriformis
- tensor fascia latae
- abdominals internal and external obliques
- transverse abdominis quadriceps
- rectus femoris
- vastus lateralis
- vastus medialis
- vastus intermedius
- semitendinosus
- semimembranosus biceps
- femoris

Types of evidence

Evidence could include:

- learner reports, individual action plans, questionnaires, diagrams and flow charts - 1.1-1.6, 4.1-4.49, 5.1-5.3, 6.1-6.3
- learner worksheets - 2.1-2.1, 3.1-3.6

Unit 05 Programming personal training with clients (F/600/9052)

Unit summary	This unit covers the knowledge and skills a learner needs to design, manage, and adapt a personal training programme with apparently healthy adults of all ages. This may include young people in the 14-16 age range, provided they are part of a larger adult group. The unit also covers working with individual older adults, ante and postnatal clients and disabled clients, provided the relevant contraindications and key safety guidelines are observed. This unit, however, doesn't cover running specialist whole classes for young people, older adults, ante and postnatal and disabled clients. Specialist units are available for these types of classes.
Credit value	7
Guided learning hours	47
Level	3
Mandatory/optional	Mandatory
NOS mapping	<ul style="list-style-type: none">• Instructing Physical Activity and Exercise 2009 NOS• D460 Design, manage and adapt a personal training programme with clients

Learning outcome 1

The learner will:

- 1 Understand how to prepare personal training programmes

The learner can:

- 1.1 Describe the range of resources required to deliver a personal training programme, including:
 - environment for the session
 - portable equipment
 - fixed equipment
- 1.2 Explain how to work in environments that are not specifically designed for exercise/physical activity

Learning outcome 2

The learner will:

- 2 Understand the importance of long-term behaviour change for personal training

The learner can:

- 2.1 Explain why it is important for clients to understand the advantages of personal training
- 2.2 Explain why it is important for a personal trainer to work together with clients to agree goals, objectives, programmes and adaptations
- 2.3 Explain the importance of long-term behaviour change in developing client fitness
- 2.4 Explain how to ensure clients commit themselves to long-term change

Unit 05 Programming personal training with clients (F/600/9052) (cont'd)

Learning outcome 3

The learner will:

- 3 Understand the principles of collecting information to plan a personal training programme

The learner can:

- 3.1 Explain the principles of informed consent
 - 3.2 Explain why informed consent should be obtained before collecting information for a personal training programme
 - 3.3 Summarise the client information that should be collected when designing a personal training programme to include:
 - personal goals
 - lifestyle
 - medical history
 - physical activity history
 - physical activity likes and dislikes
 - motivation and barriers to participation
 - current fitness level
 - stage of readiness
 - posture and alignment
 - functional ability
 - 3.4 Explain how to select the most appropriate methods of collecting client information according to client need
 - 3.5 Explain the legal and ethical implications of collecting client information, including confidentiality
-

Learning outcome 4

The learner will:

- 4 Understand how to screen clients prior to a personal training programme

The learner can:

- 4.1 Explain how to interpret information collected from the client in order to identify client needs and goals
 - 4.2 Explain how to analyse client responses to the Physical Activity Readiness Questionnaire (PAR-Q)
 - 4.3 Describe the types of medical conditions that will prevent personal trainers from working with a client unless they have specialist training and qualifications
 - 4.4 Explain how and when personal trainers should refer clients to another professional
-

Unit 05 Programming personal training with clients (F/600/9052) (cont'd)

Learning outcome 5

The learner will:

5 Understand how to identify personal training goals with clients

The learner can:

- 5.1 Explain how to identify clients' short-, medium- and long term goals to include:
- general health and fitness
 - physiological
 - psychological
 - lifestyle
 - social
 - functional ability
- 5.2 Identify when personal trainers should involve others, apart from their clients, in goal setting
- 5.3 Explain how to use specific, measurable, achievable, realistic and time bound (SMART) objectives in a personal training programme
-

Learning outcome 6

The learner will:

6 Understand how to plan a personal training programme with clients

The learner can:

- 6.1 Identify credible sources of guidelines on programme design and safe exercise
- 6.2 Summarise the key principles of designing programmes to achieve short-, medium- and long-term goals, including the order and structure of sessions
- 6.3 Describe a range of safe and effective exercises/physical activities to develop:
- cardiovascular fitness
 - muscular fitness
 - flexibility
 - motor skills
 - core stability
- 6.4 Explain how to include physical activities as part of the client's lifestyle to complement exercise sessions
- 6.5 Explain how to design programmes that can be run in environments not designed specifically for exercise
- 6.6 Identify when it might be appropriate to share the programme with other professionals
-

Unit 05 Programming personal training with clients (F/600/9052) (cont'd)

Learning outcome 7

The learner will:

7 Understand how to adapt a personal training programme with clients

The learner can:

- 7.1 Explain how the principles of training can be used to adapt the programme where:
- goals are not being achieved
 - new goals have been identified
- 7.2 Describe the different training systems and their use in providing variety and in ensuring programmes remain effective
- 7.3 Explain why it is important to keep accurate records of changes and the reasons for change
-

Learning outcome 8

The learner will:

8 Be able to collect information about clients

The learner can:

- 8.1 Establish a rapport with the client
- 8.2 Explain own role and responsibilities to clients
- 8.3 Collect the information needed to plan a programme using appropriate methods, to include physical/fitness assessments
- 8.4 Show sensitivity and empathy to clients and the information they provide
- 8.5 Record the information using appropriate formats in a way that will aid analysis
- 8.6 Treat confidential information correctly
-

Learning outcome 9

The learner will:

9 Be able to agree goals with clients

The learner can:

- 9.1 Work with clients to agree short-, medium- and long-term goals appropriate to their needs
- 9.2 Ensure the goals are:
- specific, measurable, achievable, realistic and time bound
 - consistent with industry good practice
- 9.3 Agree with clients their needs and readiness to participate
-

Unit 05 Programming personal training with clients (F/600/9052) (cont'd)

Learning outcome 10

The learner will:

- 10 Be able to plan a personal training programme with clients

The learner can:

- 10.1 Plan specific outcome measures, stages of achievement and exercises/physical activities that are:
- appropriate to clients' goals and level of fitness
 - consistent with accepted good practice
- 10.2 Ensure the components of fitness are built into the programme
- 10.3 Apply the principles of training to help clients to achieve short-, medium- and long-term goals
- 10.4 Agree the demands of the programme with clients
- 10.5 Agree a timetable of sessions with clients
- 10.6 Agree appropriate evaluation methods and review dates
- 10.7 Identify the resources needed for the programme, including the use of environments not designed for exercise
- 10.8 Record plans in a format that will help clients and others involved to implement the programme
- 10.9 Agree how to maintain contact with the client between sessions
-

Learning outcome 11

The learner will:

- 11 Be able to manage a personal training programme

The learner can:

- 11.1 Monitor effective integration of all programme exercises/physical activities and sessions
- 11.2 Provide alternatives to the programmed exercises/physical activities if clients cannot take part as planned
- 11.3 Monitor clients' progress using appropriate methods
-

Unit 05 Programming personal training with clients (F/600/9052) (cont'd)

Learning outcome 12

The learner will:

- 12 Be able to review progress with clients

The learner can:

- 12.1 Explain the purpose of review to clients
 - 12.2 Review short-, medium- and long-term goals with clients at agreed points in the programme, taking into account any changes in circumstances
 - 12.3 Encourage clients to give their own views on progress
 - 12.4 Use suitable methods of evaluation that will help to review client progress against goals and initial baseline data
 - 12.5 Give feedback to clients during their review that is likely to strengthen their motivation and adherence
 - 12.6 Agree review outcomes with clients
 - 12.7 Keep an accurate record of reviews and their outcome
-

Learning outcome 13

The learner will:

- 13 Be able to adapt a personal training programme with clients

The learner can:

- 13.1 Identify goals and exercises/physical activities that need to be redefined or adapted
 - 13.2 Agree adaptations, progressions or regressions to meet clients' needs to optimise achievement
 - 13.3 Identify and agree any changes to resources and environments with the client
 - 13.4 Introduce adaptations in a way that is appropriate to clients and their needs
 - 13.5 Record changes to programme plans to take account of adaptations
 - 13.6 Monitor the effectiveness of adaptations and update the programme as necessary
-

Unit 05 Programming personal training with clients (F/600/9052) (cont'd)

Delivery and assessment

Learners must provide evidence that they've planned a progressive programme for a client, ensuring effective integration of all exercises and physical activities to allow clients to achieve short-, medium- and long-term goals. They should demonstrate their ability to review client progress and make any necessary adaptations to the programme where goals aren't being achieved or new goals are identified.

There must be evidence that a learner has planned and instructed participants in a minimum of one core stability exercise (eg an exercise to improve muscles associated with stabilisation (local) and mobilisation (global)).

There must be evidence that a learner has planned for exercise/physical activity that can be run in environments not designed specifically for exercise. This should include physical activities the client can undertake as part of their lifestyle (eg at home or outdoors) to complement exercise sessions.

There must be evidence that the learner has carried out appropriate screening.

The learners need to show the use of the PAR-Q and informed consent and taken physical measurements as appropriate for the client, from the following:

- blood pressure (manual and digital where available)
- anthropometrics (eg height and weight, BMI, waist circumference or waist-to-hips ratio)
- body composition (eg callipers, bio-electrical impedance etc)
- cardiovascular fitness (using validated/recognised protocols such as Astrand bike test, Rockport walking test etc)
- range of motion (eg using validated/recognised protocols such as sit and reach test, visual assessment during stretch positions etc)
- muscular fitness (eg using validated/recognised protocols such as abdominal curl/sit-up test, press-up test etc)

Learners must also show planning and instructing using different resistance machines and free weights, of a minimum of 4 of the following resistance approaches to training:

- pyramid systems
- super-setting
- giant sets
- tri sets
- forced repetitions
- pre/post exhaust
- negative/eccentric training
- muscular strength endurance/muscular fitness

N.B. the number of machines/items of equipment will depend upon the learner's plan but the minimum number of training approaches must be adhered to.

Unit 05 Programming personal training with clients (F/600/9052) (cont'd)

1.1-1.2, 4.1-4.4 - Oral and written questions and assignments should also be given to learners. It should be delivered alongside theoretical knowledge such as anatomy and physiology. Throughout the unit the learners will be required to include some brief written assignments.

2.1-2.4, 3.1-3.5, 10.1-10.9 - Practical work will be accompanied by written and oral questioning. Performance must be demonstrated consistently with the different examples of practical activity being carried out. Photographic evidence should be used to provide evidence with parental consent. Oral questioning and practical demonstrations are recommended because these are considered to be the most appropriate for this 'hands on' qualification.

5.1-5.3, 6.1-6.6, 7.1-7.3, 8.1-8.6, 9.1-9.3, 11.1-11.3, 12.1-12.7, 13.1-13.6 - Assessor observation records should include the date the Assessor observed the learner, a record of the assessment criteria observed and the comments on the learner performance. Several assessment criteria may be observed and recorded on one observation record.

Observation should show participation of learners at the different stages.

Types of evidence

Evidence could include:

- learner worksheets - 1.1-1.2, 4.1-4.4
- Assessor observation records - 5.1-5.3, 6.1-6.6, 7.1-7.3, 8.1-8.6, 9.1-9.3, 11.1-11.3, 12.1-12.7, 13.1-13.6
- learner reports, individual action plans, questionnaire - 2.1-2.4, 3.1-3.5, 10.1-10.9

Unit 06 Delivering personal training sessions (J/600/9053)

Unit summary	This unit covers the skills and knowledge a personal trainer needs to deliver exercise and physical activity as part of a programme for apparently healthy adults of all ages. This may include young people in the 14-16 age range, provided they are part of a larger adult group. The unit also covers working with individual older adults, ante and postnatal clients and disabled clients provided the relevant contraindications and key safety guidelines are observed. This unit, however, does not cover running specialist whole classes for young people, older adults, ante and postnatal and disabled clients. Specialist units are available for these types of classes.
Credit value	9
Guided learning hours	58
Level	3
Mandatory/optional	Mandatory
NOS mapping	<ul style="list-style-type: none"> • Instructing Physical Activity and Exercise 2009 NOS • D461 Deliver exercise and physical activity as part of a personal training programme

Learning outcome 1

The learner will:

- 1 Understand how to instruct exercise during personal training sessions

The learner can:

- 1.1 Explain the importance of non-verbal communication when instructing clients
- 1.2 Describe how to adapt communication to meet clients' needs
- 1.3 Evaluate different methods of maintaining clients' motivation, especially when clients are finding exercises difficult
- 1.4 Explain the importance of correcting client technique

Learning outcome 2

The learner will:

- 2 Understand how to adapt exercise to meet client needs during personal training sessions

The learner can:

- 2.1 Explain why it is important to monitor individual progress especially if more than one client is involved in the session
- 2.2 Describe different methods of monitoring clients' progress during exercise
- 2.3 Explain when it may be necessary to adapt planned exercises to meet clients' needs
- 2.4 Explain how to adapt exercise/exercise positions as appropriate to individual clients and conditions
- 2.5 Explain how to modify the intensity of exercise according to the needs and response of the client

Unit 06 Delivering personal training sessions (J/600/9053) (cont'd)

Learning outcome 3

The learner will:

- 3 Understand how to review personal training sessions with clients

The learner can:

- 3.1 Explain why personal trainers should give clients feedback on their performance during a session
 - 3.2 Explain why clients should be given the opportunity to ask questions, provide feedback and discuss their performance
 - 3.3 Explain how to give clients feedback on their performance in a way that is accurate but maintains client motivation and commitment
 - 3.4 Explain why clients need to see their progress against objectives in terms of their overall goals and programme
 - 3.5 Explain why clients need information about future exercise and physical activity, both supervised and unsupervised
-

Learning outcome 4

The learner will:

- 4 Be able to plan and prepare personal training sessions

The learner can:

- 4.1 Plan a range of exercises/physical activities to help clients achieve their objectives and goals, covering:
 - cardiovascular fitness
 - muscular fitness
 - flexibility
 - motor skills
 - core stability
 - 4.2 Identify, obtain and prepare the resources needed for planned exercises/physical activities, improvising safely where necessary
-

Unit 06 Delivering personal training sessions (J/600/9053) (cont'd)

Learning outcome 5

The learner will:

- 5 Be able to prepare clients for personal training sessions

The learner can:

- 5.1 Help clients feel at ease in the exercise environment
 - 5.2 Explain the planned objectives and exercises/physical activities to clients
 - 5.3 Explain to clients how objectives and exercises/physical activities support their goals
 - 5.4 Explain the physical and technical demands of the planned exercises/physical activities to clients
 - 5.5 Explain to clients how planned exercise/physical activity can be progressed or regressed to meet their goals
 - 5.6 Assess clients' state of readiness and motivation to take part in the planned exercises/physical activities
 - 5.7 Negotiate and agree with clients any changes to the planned exercises/physical activities that:
 - meet their goals and preferences
 - enable them to maintain progress
 - 5.8 Record changes to clients' plans
-

Learning outcome 6

The learner will:

- 6 Be able to instruct and adapt planned exercises

The learner can:

- 6.1 Use motivational styles that:
 - are appropriate to the clients
 - are consistent with accepted good practice
 - 6.2 Explain the purpose and value of a warm-up to clients
 - 6.3 Provide warm-ups appropriate to the clients, planned exercise and the environment
 - 6.4 Make best use of the environment in which clients are exercising
 - 6.5 Provide instructions, explanations and demonstrations that are technically correct, safe and effective
 - 6.6 Adapt verbal and non-verbal communication methods to make sure clients understand what is required
 - 6.7 Ensure clients can carry out the exercises safely on their own
 - 6.8 Analyse clients' performance, providing positive reinforcement throughout
 - 6.9 Correct techniques at appropriate points
 - 6.10 Progress or regress exercises according to clients' performance
-

Unit 06 Delivering personal training sessions (J/600/9053) (cont'd)

Learning outcome 7

The learner will:

- 7 Be able to bring exercise sessions to an end

The learner can:

- 7.1 Allow sufficient time for the closing phase of the session
 - 7.2 Explain the purpose and value of cool-down activities to clients
 - 7.3 Select cool-down activities according to the type and intensity of physical exercise and client needs and condition
 - 7.4 Provide clients with feedback and positive reinforcement
 - 7.5 Explain to clients how their progress links to their goals
 - 7.6 Leave the environment in a condition suitable for future use
-

Learning outcome 8

The learner will:

- 8 Be able to reflect on providing personal training sessions

The learner can:

- 8.1 Review the outcomes of working with clients including their feedback
 - 8.2 Identify:
 - how well the sessions met clients' goals
 - how effective and motivational the relationship with the client was
 - how well the instructing styles matched the clients' needs
 - 8.3 Identify how to improve personal practice
 - 8.4 Explain the value of reflective practice
-

Unit 06 Delivering personal training sessions (J/600/9053) (cont'd)

Delivery and assessment

There must be evidence that a learner has instructed participants in the use of the following types of equipment:

- cardiovascular machines.

Learners must also show instructing of a minimum of 2 of the following cardiovascular approaches to training:

- interval
- fartlek
- continuous.

There must be evidence that a learner has planned and instructed participants in the use of the following types of equipment:

- resistance machines
- free weights, including barbells, dumbbells and cables where available.

Learners must demonstrate correct lifting and passing techniques, including dead lifting the barbell safely from the floor and spotting.

1.2, 1.6, 8.1-8.4 - Practical work will be accompanied by written and oral questioning. Performance must be demonstrated consistently with the different examples of practical activity being carried out. Photographic evidence should be used to provide evidence with parental consent. Oral questioning and practical demonstrations are recommended because these are considered to be the most appropriate for this 'hands on' qualification.

2.1-2.5, 4.1, 4.2, 5.1-5.8, 6.1-6.10, 7.1-7.6 - Assessor observation records should include the date the Assessor observed the learner, a record of the assessment criteria observed and the comments on the learner performance. Several assessment criteria may be observed and recorded on one observation record.

Observation should show participation of learners at the different stages.

Each assessment must be significantly different and reflect the various occasions and current trends in the industry. The unit needs to be delivered in a fully operational working environment with realistic clients from within the peer group.

It should be delivered alongside theoretical knowledge such as anatomy and physiology.

3.1-3.5 - Oral and written questions and assignments should also be given to learners. Throughout the unit the learners will be required to include some brief written assignments.

Types of evidence

Evidence could include:

- learner reports, individual ction plans, questionnaires - 1.2, 1.6, 8.1-8.4
- learner worksheets - 3.1-3.5
- Assessor observation records - 2.1-2.5, 4.1, 4.2, 5.1-5.8, 6.1-6.10, 7.1-7.6

Unit 07 Applying the principles of nutrition to a physical activity programme (L/600/9054)

Unit summary	This unit covers the learner's ability to apply the principles of nutrition to support client goals as part of an exercise and physical activity programme.
Credit value	6
Guided learning hours	40
Level	3
Mandatory/optional	Mandatory
NOS mapping	<ul style="list-style-type: none">• Instructing Physical Activity and Exercise 2009 NOS• D462 Apply the principles of nutrition to support client goals as part of an exercise and physical activity programme

Learning outcome 1

The learner will:

- 1 Understand the principles of nutrition

The learner can:

- 1.1 Describe the structure and function of the digestive system
- 1.2 Explain the meaning of key nutritional terms including:
 - diet
 - healthy eating
 - nutrition
 - balanced diet
- 1.3 Describe the function and metabolism of:
 - macro nutrients
 - micro nutrients
- 1.4 Explain the main food groups and the nutrients they contribute to the diet
- 1.5 Identify the calorific value of nutrients
- 1.6 Explain the common terminology used in nutrition including:
 - UK dietary reference values (DRV)
 - recommended daily allowance (RDA)
 - recommended daily intake (RDI)
 - glycemic index
- 1.7 Interpret food labelling information
- 1.8 Explain the significance of healthy food preparation
- 1.9 Explain the relationship between nutrition, physical activity, body composition and health including:
 - links to disease/disease risk factors
 - cholesterol
 - types of fat in the diet

Unit 07 Applying the principles of nutrition to a physical activity programme (L/600/9054) (cont'd)

Learning outcome 2

The learner will:

- 2 Understand key guidelines in relation to nutrition

The learner can:

- 2.1 Identify the range of professionals and professional bodies involved in the area of nutrition
 - 2.2 Explain key healthy eating advice that underpins a healthy diet
 - 2.3 Describe the nutritional principles and key features of the national food model/guide
 - 2.4 Define portion sizes in the context of the national food model/guide
 - 2.5 Explain how to access reliable sources of nutritional information
 - 2.6 Distinguish between evidence-based knowledge versus the unsubstantiated marketing claims of suppliers
-

Learning outcome 3

The learner will:

- 3 Understand nationally recommended practice in relation to providing nutritional advice

The learner can:

- 3.1 Explain professional role boundaries with regard to offering nutritional advice to clients
 - 3.2 Explain the importance of communicating health risks associated with weight loss fads and popular diets to clients
 - 3.3 Evaluate the potential health and performance implications of severe energy restriction, weight loss and weight gain
 - 3.4 Identify clients at risk of nutritional deficiencies
 - 3.5 Explain how cultural and religious dietary practices can influence nutritional advice
 - 3.6 Describe safety, effectiveness and contraindications relating to protein and vitamin supplementation
 - 3.7 Explain why detailed or complex dietary analysis that incorporates major dietary change should always be referred to a Registered Dietician
-

Unit 07 Applying the principles of nutrition to a physical activity programme (L/600/9054) (cont'd)

Learning outcome 4

The learner will:

- 4 Understand the relationship between nutrition and physical activity

The learner can:

- 4.1 Define the role of carbohydrate, fat and protein as fuels for aerobic and anaerobic energy production
 - 4.2 Explain the components of energy expenditure and the energy balance equation
 - 4.3 Explain how to calculate an estimate of Basal Metabolic Rate (BMR)
 - 4.4 Explain how to estimate energy requirements based on physical activity levels and other relevant factors
 - 4.5 Identify energy expenditure for different physical activities
 - 4.6 Evaluate the nutritional requirements and hydration needs of clients engaged in physical activity
-

Learning outcome 5

The learner will:

- 5 Understand how to collect information relating to nutrition

The learner can:

- 5.1 Explain why it is important to obtain clients' informed consent before collecting nutritional information
 - 5.2 Describe the information that needs to be collected to offer nutritional advice to clients
 - 5.3 Explain the legal and ethical implications of collecting nutritional information
 - 5.4 Describe different formats for recording nutritional information
 - 5.5 Explain why confidentiality is important when collecting nutritional information
 - 5.6 Describe issues that may be sensitive when collecting nutritional information
 - 5.7 Explain different methods that can be used to measure body composition and health risk in relation to weight
-

Unit 07 Applying the principles of nutrition to a physical activity programme (L/600/9054) (cont'd)

Learning outcome 6

The learner will:

- 6 Understand how to use nutritional information

The learner can:

- 6.1 Describe basic dietary assessment methods
 - 6.2 Explain how to analyse and interpret collected information so that clients' needs and nutritional goals can be identified with reference to the national food model/guide recommendations
 - 6.3 Describe how to interpret information gained from methods used to assess body composition and health risk in relation to weight
 - 6.4 Explain how to sensitively divulge collected information and 'results' to clients
 - 6.5 Explain how to recognise the signs and symptoms of disordered eating and healthy eating patterns
 - 6.6 Describe the key features of the industry guidance note on 'Managing users with suspected eating disorders'
 - 6.7 Explain the circumstances in which a client should be recommended to visit their GP about the possibility of referral to a Registered Dietician
-

Learning outcome 7

The learner will:

- 7 Understand the principles of nutritional goal setting with clients

The learner can

- 7.1 Explain how to apply the principles of goal setting when offering nutritional advice
 - 7.2 Explain how to translate nutritional goals into basic healthy eating advice that reflects current national guidelines
 - 7.3 Explain when people other than the client should be involved in nutritional goal setting
 - 7.4 Define which other people could be involved in nutritional goal setting
 - 7.5 Identify the barriers which may prevent clients achieving their nutritional goals
 - 7.6 Explain how to apply basic motivational strategies to encourage healthy eating and prevent non-compliance or relapse
 - 7.7 Explain the need for reappraisal of clients' body composition and other relevant health parameters at agreed stages of the programme
-

Unit 07 Applying the principles of nutrition to a physical activity programme (L/600/9054) (cont'd)

Learning outcome 8

The learner will:

- 8 Be able to collect and analyse nutritional information

The learner can:

- 8.1 Collect information needed to provide clients with appropriate healthy eating advice
 - 8.2 Record information about clients and their nutritional goals in an approved format
 - 8.3 Analyse collected information including nutritional needs and preferences in relation to the client's current status and nutritional goals
-

Learning outcome 9

The learner will:

- 9 Be able to apply the principles of nutrition to a physical activity programme

The learner can:

- 9.1 Access and make use of credible sources of educational information and advice in establishing nutritional goals with clients
 - 9.2 Design and agree nutritional goals that are compatible with the analysis, accepted good practice and national guidelines
 - 9.3 Ensure that the nutritional goals support and integrate with other programme components
 - 9.4 Agree review points with the clients
 - 9.5 Review the clients' understanding of how to follow the nutritional advice as part of their physical activity programme
 - 9.6 Monitor, evaluate and review the clients' progress towards their nutritional goals
-

Unit 07 Applying the principles of nutrition to a physical activity programme (L/600/9054) (cont'd)

Delivery and assessment

Learners must provide evidence of their ability to apply the principles of nutrition to a physical activity programme by collecting and analysing appropriate information and agreeing nutritional goals with clients that are compatible with the analysis, accepted good practice and national guidelines.

1.4, 1.5 - Assignment on the differences between nutrients, foods & food groups in relation to a healthy diet. The 7 essential nutrients, and their role in maintaining health, including the importance of water in our diet. Factors influencing how much of each nutrient a person needs.

3.1-3.7 - Group exercise to compare dietary intakes over 7 days with a presentation outlining healthy diets for adults and the consequences of a poor diet. Components of a healthy diet for adults and a list of lifestyle diseases (eg obesity, diabetes and heart disease) resulting from a poor diet over many years

4.1-4.6 - The assignment could include the energy sources from food (eg fat, carbohydrates, proteins and alcohol) and the factors affecting the energy needs of different individuals. Monitoring and controlling the energy balance within diets to achieve weight loss or gain.

Types of evidence

Evidence could include:

- learner report - 1.4, 1.5
- group exercise - 3.1-3.7
- assignment of energy intake and weight management - 4.1-4.6

Section 3

Assessment and quality assurance

Assessment and quality assurance

How the qualification is assessed

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

The Level 3 Certificate in Personal Training is internally assessed and externally quality assured.

All the evidence generated by the learner will be assessed against the standards expected of a Level 3 learner and against each learning outcome.

Internal assessment

Each learner must create a portfolio of evidence generated from appropriate assessment tasks which demonstrates achievement of all the learning outcomes associated with each unit. The assessment tasks should allow the learner to respond to a real life situation that they may face when in employment. On completion of each unit learners must declare that the work produced is their own and the Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 2 (page 15).

Internally assessed work should be completed by the learner in accordance with the qualification specification. A representative number of assessment hours should be timetabled into the scheme of work. Internal assessment hours must be administered outside of scheduled teaching and learning hours and should be supervised and assessed by the Tutor. Assessment activities can be integrated throughout, although separate from the teaching of the unit and do not have to take place directly at the end of the unit.

Any work submitted for internal assessment must be completed during scheduled assessment hours in accordance with the scheme of work, and must be authenticated and attributable to the learner. The Tutor must be satisfied that the work produced is the learner's own and the learner must declare that the work is their own.

In practice, this means that all of the portfolio of evidence will be completed in normal class time within scheduled assessment hours and kept separate from any teaching and learning hours.

If a centre chooses to create their own internal assessment tasks, they must:

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged
- refer to the 'Internal Assessment Tasks: Guidance for Centres' document on our dedicated qualifications website www.qualhub.co.uk.

Supervision of learners and your role as an Assessor

Guidance on how to administer the internal assessment and the support you provide to learners can be found on our dedicated qualifications website www.qualhub.co.uk.

Feedback to learners

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on our dedicated qualifications website www.qualhub.co.uk.

Presenting evidence

Written

Written evidence may be presented in word-processed or handwritten form. Audio-visual content (videos, pictures, drawings, audio) may also be used.

Tables, graphs and spreadsheets may be produced using appropriate ICT.

Any copied material must be suitably acknowledged, and quotations must be clearly marked and a reference provided wherever possible to ensure that learner work can be authenticated.

Recorded

Where audio-visual evidence of multiple learners is used, centres must ensure that each learner being assessed is clearly visible and can be identified by the Quality Assurer.

The recorded evidence should allow the learner to demonstrate the learning outcomes clearly but should only show work relevant to what is being assessed. For example if a performance/participation is done as part of a group, the Quality Assurer will need to be able to see how each learner being assessed has contributed and met the learning outcomes.

To help our Quality Assurers to identify clearly when a particular learner is performing/participating we'd recommend including the following information:

- the exact start and finish times so that the Quality Assurer can go straight to that spot on the tape/recording
- a running order list and a description of each learner
- information about where the performance/recorded evidence took place
- what type of audience they were performing to (if applicable).

Centres must also ensure that the camera and microphone are set up in a suitable place to ensure good quality audio. This will allow the Quality Assurer to hear both the learner(s) and the Assessor (if applicable).

We have set out an example used for a performance:

Test High School

Recorded evidence: starts 4 mins 30 seconds into the recording and finishes at 16 mins 27 seconds.

Venue: School hall

Audience: Assessors, parents and friends

Band 1:

Lead singer – Joe Bloggs (brown hair, front of stage)

Drummer – Tom Smith

Guitar 1 – Dan Brown (blonde hair, blue jumper)

Guitar 2 – Mark Jones (brown hair, left hand side)

Performance of XXX:

Lead male – John Smith

Lead female – Ann Jones

Choir:

Kay Bell (brown hair, back row 3rd from left)

Jane Pattison (blonde hair, back row 5th from left)

Michael Davies (brown hair, front row 3rd from right)

If learners are not clearly identified, NCFE may not be able to quality assure or examine the work.

Quality Assurance

Internal quality assurance

Internal quality assurance is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards. It's the responsibility of Internal Quality Assurers to ensure that Assessors' decisions are sampled and monitored to ensure consistency and fairness. Internal Quality Assurers are also responsible for supporting Assessors by offering advice and guidance.

The Internal Quality Assurer will follow the centre's own sampling strategy in selecting the sample to be internally quality assured. See the guidance on sampling on our dedicated qualifications website www.qualhub.co.uk.

The Internal Quality Assurer provides the vital link between the Assessors and the External Quality Assurer and acts as the centre's quality assurance agent.

External quality assurance

External quality assurance of internal assessments is carried out at least once a year to ensure that assessment and grading decisions are in line with required standards. External quality assurance is carried out by External Quality Assurers who are appointed, trained and monitored by NCFE. External Quality Assurers are responsible for monitoring and sampling learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards. Centres are notified of their External Quality Assurer's contact details on registration of learners with NCFE.

Section 4

Explanation of terms

Glossary of terms

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

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

Distinguish	Explain the difference between two or more items, resources, pieces of information.
Draw conclusions (which...)	Make a final decision or judgment based on reasons.
Estimate	Form an approximate opinion or judgment using previous knowledge or considering other information.
Evaluate	Examine strengths and weaknesses, arguments for and against and/or similarities and differences. Judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation.
Explain	Provide detailed information about the subject with reasons showing how or why. Responses could include examples to support these reasons.
Extrapolate	Use existing knowledge to predict possible outcomes which might be outside the norm.
Identify	Recognise and name the main points accurately. (Some description may also be necessary to gain higher marks when using compensatory marking).
Implement	Explain how to put an idea or plan into action.
Interpret	Explain the meaning of something.
Judge	Form an opinion or make a decision.
Justify	Give a satisfactory explanation for actions or decisions.
Perform	Carry out a task or process to meet the requirements of the question.
Plan	Think about and organise information in a logical way using an appropriate format.
Provide	Identify and give relevant and detailed information in relation to the subject.
Reflect	Learners should consider their actions, experiences or learning and the implications of this for their practice and/or professional development.
Review and revise	Look back over the subject and make corrections or changes.

Select	Make an informed choice for a specific purpose.
Show	Supply evidence to demonstrate accurate knowledge and understanding.
State	Give the main points clearly in sentences or paragraphs.
Summarise	Give the main ideas or facts in a concise way.

Section 5

General information

General information

Equal opportunities

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of NCFE's Equal Opportunities Policy is available on request.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as throughout the delivery, external quality assurance and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance.

For more information on the Reasonable Adjustments and Special Considerations policy, please see our dedicated qualifications website www.qualhub.co.uk.

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**** To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.***