

The Qualification Hub

Qualification Specification

TQH Level 3 Award in Supporting Antenatal and Postnatal Clients through Fitness and Well-being





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The Qualification Hub (TQH)

The Qualification Hub (TQH) is an Awarding Organisation based in Northern Ireland that is regulated by CCEA Regulation. TQH is responsible for creating and granting professional and technical (vocational) qualifications ranging from Entry Level 1 to Level 8.

TQH Contact Details

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Qualification Level

The level of a qualification reflects the level of difficulty and complexity of the knowledge and skills it requires. The qualification levels range from Entry Level 1 to Level 8.

Qualification Size

In the context of qualifications, size refers to the estimated total amount of time required for studying and assessment. This size is measured in terms of Total Qualification Time (TQT), which includes Guided Learning Hours (GLH) - the portion of time spent in supervised or taught sessions, as opposed to studying independently.



TQH Qualification Regulation Information

TQH Level 3 Certificate in Supporting Antenatal and Postnatal Females Through Physical Activity

Operational start date: TBC

Certification end date: TBC

Sector Subject Area - 8.1 - Sport, leisure and recreation

Grading is pass/fail.

Links to National Standards

The Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) Learning and Development Requirements (LDR).

Entry Requirements

Learners must hold either a:

1. TQH Level 2 Certificate in Coaching Practice for Sport and Fitness
2. TQH Level 2 Award in The Principles of Nutrition and Their Application to Exercise and Health
3. TQH Level 2 Award in Supporting Inactive People to Engage in Sport and Physical Activity

Progression

This qualification provides a pathway for further progression into related Level 3 or Level 4 qualifications, including:

- TQH Level 3 Diploma in Wellness Based Support for Long Term Conditions
- TQH Level 4 Certificate in Wellness Based Support for Long Term Conditions in Obesity
- TQH Level 4 Certificate in Understanding Community Behaviour Change And Sustainable Health Interventions
- TQH Level 4 Certificate in Supporting Emotional Resilience Through Integrative Nutrition and Exercise Science



- TQH Level 4 Certificate in Understanding Behaviour Change And Client Engagement in Health And Wellness

Delivery Languages

This qualification is available in English only at this time.



Qualification Target Group

Fitness Professionals, Pre/Postnatal Exercise Specialists, Health Coaches

Qualification Aim

The "TQH Level 3 Certificate in Supporting Antenatal and Postnatal Females Through Physical Activity" enables learners to develop specialist knowledge and skills to work safely, effectively, and empathetically with antenatal and postnatal clients. The qualification covers maternal health, contraindications, anatomical and physiological changes, behaviour change strategies, and safe programming techniques tailored to this population.

Qualification Objectives

By the end of this course, participants will be able to:

- Understand maternal health terminology, care pathways, and postnatal considerations.
- Provide evidence-based nutrition and wellbeing support for antenatal and postnatal clients.
- Recognise the benefits, barriers, and contraindications related to physical activity.
- Understand and apply professional practice and communication principles when working with this population.
- Plan, adapt, deliver, and evaluate safe, inclusive, and individualised physical activity programmes.
- Promote behaviour change, motivation, and adherence to physical activity.
- Conduct pre-activity screening and goal-setting tailored to the needs of pre and postnatal women.
- Apply national guidelines and risk assessment strategies to support client safety and engagement.



Purpose

The purpose of this qualification is to provide learners with the theoretical knowledge, practical planning skills, and professional conduct required to support antenatal and postnatal clients through safe and appropriate physical activity. Learners will gain the confidence and competence to deliver tailored programmes that consider health status, physiological changes, and personal circumstances of clients during and after pregnancy.

This qualification includes the essential knowledge and skills needed to meet the physical activity sector's minimum standards for working with specialist populations.



Centre Requirements for Delivering the Qualification

Prior to commencing delivery, both new and existing TQH recognised centres must apply for and be granted approval to deliver the qualification. Centres are required to have the following roles in place as a minimum:

- Centre contact
- Tutor
- Assessor
- Internal Quality Assurer (IQA)

(To obtain further information regarding the approved centre prerequisites, kindly refer to TQH Centre Approval Process for detailed guidance)

Requirements for Tutors

Tutors should hold, or be working towards, a teaching qualification. The following examples are acceptable, although TQH will consider other teaching qualifications on request:

- Preparing to Teach in the Lifelong Learning Sector (PTLLS)
- Certificate in Teaching in the Lifelong Learning Sector (CTLLS)
- Diploma in Teaching in the Lifelong Learning Sector (DTLLS)
- Certificate of Education
- PGCE
- Award in Education and Training
- Certificate in Education and Training
- Bachelor of Education (BEd)

The tutor will need to demonstrate they have the appropriate knowledge, understanding, and competence for TQH qualification they wish to teach.



Tutors must hold a relevant qualification in addition to CIMSPA membership OR have been actively engaged in the industry, working for a minimum of 4 operational hours per month during the last 12 months prior to the tutor's role. This ensures tutors keep pace with the current trends and standards of others working in their industry.

Requirements for Assessors

Assessors should hold, or be working towards, a recognised assessing qualification. The following examples are acceptable, although TQH will consider other assessor qualifications on request:

- D32/33 qualification
- A1 qualification
- Level 3 Award in Understanding the Principles and Practices of Assessment or equivalent
- Level 3 Award in Assessing Vocationally Related Achievement or equivalent
- Level 3 Award in Assessing Competence in the Work Environment or equivalent
- Level 3 Certificate in Assessing Vocational Achievement or equivalent

If assessors wish to assess work-based competency qualifications, then they must hold, or be working towards, one of the following qualifications:

- D32/D33 qualification
- A1 qualification
- Level 3 Award in Assessing Competence in the Work Environment or equivalent
- Level 3 Certificate in Assessing Vocational Achievement or equivalent

Assessors must hold a relevant qualification in addition to CIMSPA membership OR have been actively engaged in the industry, working for a minimum of 4 operational hours per month during the last 12 months prior to applying for the Assessor role. This ensures staff keep up with the current trends and standards of others working in their industry.



Trainee Assessors must be given a clear action plan for achieving the appropriate qualification(s) and their decisions should be countersigned by a suitably qualified individual until the qualification(s) are achieved.

Requirements for an Internal Quality Assurer (IQA)

IQA's should hold, or be working towards, a recognised Internal Quality Assurance qualification. The following examples are acceptable, although TQH will consider other IQA qualifications on request:

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

Internal Quality Assurers must hold a relevant qualification in addition to CIMSPA membership OR have been actively engaged in the industry, working for a minimum of 4 operational hours per month during the last 12 months prior to the IQA role. This ensures staff keep pace with the current trends and standards of others working in their industry.

Trainee IQA's must be given a clear action plan for achieving the appropriate qualification(s) and their decisions should be countersigned by a suitably qualified individual until the qualification(s) are achieved.

Important Notes

- It is not best practice for the IQA to provide the QA for aspects of course delivery that s/he has tutored



- It is not permitted for the IQA to provide the internal quality assurance of his/her own assessment.

Quality Assurance of Centre Performance

External Quality Assurance

The EQA will typically visit the Centre twice a year, with one visit being announced and the other unannounced.

The role of the External Quality Assurer is to collaborate with the Centre to review its systems and procedures, interview assessors for consistency, support and work with the IQAs, and interview learners both remotely and in person, sampling assessments both incognito and openly with the Centre. The EQA will also examine internal quality assurance decisions and records, and verify that full qualification or individual unit certifications are correct.

The Centre is responsible for providing the EQA with access to its premises, staff, learners, data, records, meetings, and documents as required. The Centre uses TQH Platform and all learner data is available online 24/7.

The EQA will validate evidence on TQH system on a weekly basis to provide feedback and certification.

Standardisation

It is a method that assures all staff members, such as teachers, trainers, assessors, and quality assurance personnel, interpret and adhere to the programme's requirements or qualifications in the same manner.

If requested, centres offering units of a TQH qualification must attend and provide assessment materials and learner evidence for standardisation events.



Administration

Learner Registration

- A. Use its best endeavours to verify that the identity and information provided by the learners upon registration is accurate and complete as per Identification Policy;
- B. Register learners promptly upon enrolment with the Centre. The centre must register learners on TQH platform 14 days after enrolling learners at centre level;
- C. Only register learners for qualifications whom it reasonably expects to complete a qualification;
- D. Only register learners for qualifications the centre is approved to deliver;
- E. Take all reasonable steps to ensure that learners are fully informed about the requirements of their selected qualifications as set out in the relevant qualification specifications and guides published by TQH.
- F. Provide appropriate induction and support to learners, in accordance with TQH Policies and Procedures.
- G. Have in place arrangements to allow for recognition of prior learning, where this is appropriate for a qualification, and in accordance with the relevant TQH Policies and Procedures;

(To obtain further information regarding registration, kindly refer to Registration of Learners)

Certification

The primary responsibility for initiating certificate claims lies with the Centres. A Centre cannot make a claim for certification unless it is confident that the student has completed all necessary assessments and has reached the required level of proficiency for the qualification. Only after completing all internal quality assurance procedures can a Centre make this determination. Certificates will be issued within 20 working days.

Qualification Fees

TQH publishes all up to date qualification fees in its Fees and Invoicing Policy.



Equality, Fairness and Inclusion

In developing the specifications for these qualifications, TQH has taken into account the demands of equality legislation. If you need more information or guidance on how to access fair assessments or want to know more about TQH's Reasonable Adjustments and Special Considerations policies.

TQH Centre handbook contains additional information on the headings mentioned. Please refer to it for further details.



Structure and Content - TQH Level 3 Award in Supporting Antenatal and Postnatal Clients through Fitness and Well-being

Introduction

This Level 3 qualification is designed to support learners working with antenatal and postnatal females, focusing on health, wellbeing, professional practice, and effective session planning. Assessment is knowledge-based and completed entirely through portfolio evidence.

Key Details

- Four mandatory units covering antenatal and postnatal health, participation in physical activity, professional practice, and session planning
- Level 3 qualification
- Total of 25 Guided Learning Hours (GLH)
- Total of 4 credits
- Assessment via portfolio of evidence only
- No practical observation requirement



Accreditation Number	610/3192/6
Guided learning hours	25
Total qualification time	40

Unit	Level	GLH	Credits	Portfolio	Practical observation
1 - Understand health, nutrition and well-being for antenatal and postnatal females	3	12	1	✓	
2 - Understand benefits and barriers to participating in physical activity for antenatal and postnatal females	3	4	1	✓	
3 - Understand professional practice	3	3	1	✓	
4 - Understand, plan, prepare, continuously evaluate and review exercise sessions	3	6	1	✓	
• Learners must complete the four mandatory units. • Successful completion of all components results in a pass grade.					



Unit 1 - Level 3 Understand Health, nutrition and well-being for antenatal and postnatal females

1 Understanding Key Aspects of Maternal Health and Support	1.1 Define the terms antenatal and postnatal.
	1.2 Define key medical terms: Abdomen, Amniotic fluid, Amniotic sac, Breech position, Conception, Delivery, Dilatation, Ectopic pregnancy, Episiotomy, Fertilisation, Foetus, Early miscarriage, Embryo, Ectopic pregnancy, Early miscarriage, Embryo, Estrogen, Fallopian tubes, Gestation, Gestational diabetes, Hysterectomy, Induction of labour, Labour, Menstrual cycle, obstetrician, Ovaries, Ovulation, Perineum, Period, Placenta, Placenta praevia, Postnatal, Postpartum, Pre-eclampsia, Premature birth, preterm labour, Progesterone, Progestogen, Prolactin, Prolapse, Shoulder dystocia, Spontaneous vaginal birth, Term
	1.3 Explain effective approaches for responding empathetically and supportively to individuals who have experienced infertility problems, miscarriage, or stillbirth.
	1.4 Outline the care pathway that females typically undergo for their maternity care and analyse how this pathway can impact an individual's postnatal recovery.
	1.5 Describe the different types of births, including spontaneous vaginal birth, instrumental births (ventouse/forceps), and caesarean section.
	1.6 Describe the different types of perineal trauma that can occur during birth.
	1.7 Explain how perineal trauma can impact a female's postnatal recovery, including the potential for urinary and faecal incontinence.
	1.8 Outline the effects of lactation on the postnatal period and identify considerations to take into account when planning a programme or session for a female who is breastfeeding.
2 Understand how to provide Health and well-being nutritional support	2.1 Explain the importance of regular nutrition for Antenatal and Postnatal females.



	2.2 Describe the importance of hydration for ante and post-natal
	2.3 Describe dramatic or sudden weight changes for antenatal and postnatal females
	2.4 Identify the potential risks associated with certain foods, drinks, and supplements during pregnancy and why they should be avoided or limited.
	2.5 Identify which foods, drinks and supplements help to support a healthy pregnancy and birth
	2.6 Describe the calorie requirements during the three trimesters and the postnatal period, with reference to the different requirements of breastfeeding and nonbreastfeeding mothers.
	2.7 Identify the potential signs that a female may be struggling with adhering to nutritional guidelines.
	2.8 Explain how to signpost a female for more nutritional advice and support.
	2.9 Describe how a fitness professional should respond if they suspect that the female has a mental health problem and where to signpost them to.
3 Understand Advice and guidance	3.1 List the different evidence-based sources of information that can be provided to postnatal and antenatal females, which are relevant to their specific needs and concerns.
	3.2 Outline the appropriate support service to signpost or refer to when the female is not considered ready for physical activity.
4 Understand Anatomical, physiological and biomechanical changes with Pregnancy	4.1 Identify physiological and biomechanical changes associated with each trimester, including: ● Cardiovascular system. ● Respiratory system. ● Musculoskeletal system. ● Metabolic system. ● Endocrine system.
	4.2 Explain how the anatomical, physiological and biomechanical changes persist post-birth for weeks, months, and years after and interpregnancy



Assessment method	Portfolio of evidence
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Unit 2 - Level 3 Understand benefits and barriers to participating in physical activity for antenatal and postnatal females

1 Understanding Key Aspects of Maternal Health and Support	1.1 Outline the CMO physical activity guidance (2017) antenatal and postnatal females.
	1.2 Explain the benefits of physical activity to antenatal and postnatal females to include: • hypertensive disorders. • cardiorespiratory fitness. • gestational weight gain. • gestational diabetes.
2 Understand barriers and concerns towards physical activity	2.1 Explain the types of real and perceived barriers that antenatal and postnatal females may have when commencing in physical activity, to include: • Concerns regarding the growing foetus. • Medical diagnosis. • Pelvic pain. • Back pain. • Body confidence. • Skin condition. • Structural (cost/time/location).
	2.2 Outline the myths associated with participating in physical activity during and after pregnancy.
	2.3 Describe when to refer or signpost an individual to appropriate support networks/agencies
3 Understand common problems/ risks towards physical activity	3.1 Outline common antenatal problems relevant to physical activity participation and how to respond to them. To include: - 1. Risks and symptoms of pelvic girdle pain, including the hypermobile woman. 2. Postural imbalances. 3. Knee, back and shoulder pain. 4. Fatigue and interrupted sleep patterns. 5. Coordination problems. 6. Balance.



	7. Concentration and memory. 8. Gestational diabetes. 9. High blood pressure. 10. Pelvic floor.
4 Understand motivation and enabling factors	4.1 Explain how to encourage females to attend physical activity and wellbeing initiatives. 4.2 Know about appropriate initiatives to promote and engage antenatal and postnatal females.
5 Understand contraindications	5.1 Describe which contraindications are relative and absolute in accordance with American College of Obstetricians and Gynecologists(ACOG) guidelines (2015) for pregnancy exercise.
Assessment method	Portfolio of evidence



Unit 3 - Level 3 Understand Professional Practice

1 Understand Good practice within antenatal and postnatal	1.1 Describe in which special circumstances, where appropriate, it would be good professional practice to obtain written healthcare providers consent for the female to exercise. 1.2 Describe when it is appropriate to signpost or refer to other health care professionals. 1.3 Describe the benefits of working with other services to support the female.
2 Understand the exchange of information	2.1 Describe the circumstances in which information may need to be exchanged with a healthcare professional about a physical activity programme for antenatal and postnatal females 2.2 Describe informed consent 2.3 Explain the importance of patient confidentiality and GDPR. 2.4 Explain the importance of dealing with sensitive information that may be emotive for the female.
3 Understand legal and professional practices	3.1 Describe the importance of having an updated first aid qualification when working with antenatal and postnatal females. 3.2 Explain the importance of engaging in regular CPD in the area of antenatal and postnatal within specialist areas. 3.3 List where to source specific information to enhance practice or engage in further education/development. 3.4 Describe the importance of checking insurance arrangements where babies are present during exercise/physical activity. Describe how to inform insurance companies of the specialist qualification and to include cover of this population under existing policy. 3.5 Describe the importance of working within the remit of the specific role being undertaken.
Assessment method	Portfolio of evidence



Unit 4 - Level 3 Understand Plan, prepare, continuously evaluate and review exercise sessions

1 Understand Pre-activity screening	1.1 Explain the importance of pre-activity screening.
	1.2 Outline the key information to be collected when pre-screening an antenatal female including: • Activity levels (pre-pregnancy and currently). • Estimated date of birth. • Multiple pregnancies. • Previous pregnancy history: e.g. miscarriage, early delivery or complications. • Medication. • Previous births. • Current diagnosis e.g. gestational diabetes. • No pregnancy conditions. • Smoker. • Alcohol consumption. • Drug use. • Consultants care.
	1.3 Outline the key areas to ask when pre-screening a postnatal female to include: • Have they had a 6-week check by the GP. • Guidance or information advised from a specialist. • Type of birth. • Complications. • Still bleeding. • Pelvic floor e.g. incontinence, pelvic organ prolapse. • Diastasis recti diagnosis, including how to advise and how to check for this. • Lactation. • General well-being (including psychological).
2 Understand activities recommended for antenatal and postnatal females.	2.1 Describe the importance of practical skills tailored to the needs of antenatal and postnatal females.



	2.2 Outline how to plan safe and effective modifications/adaptations and alternative activities for antenatal and postnatal females.
	2.3 Describe the types of activities that should be avoided during pregnancy and recovery from pregnancy and the reasons for this.
	2.4 Outline the appropriate activities for the different stages of gestation and the postnatal period.
	2.5 Explain the importance of correct technique and regression of the activities
3 Understand goal setting with antenatal and postnatal females.	3.1 Describe Know how goals for antenatal females may differ from postnatal females.
	3.2 Explain Know the importance of reviewing your analysis of the female's level of development and motivation to inform goal-setting and session outcomes.
	3.3 Outline the importance of goal-setting and regular attendance of physical activity sessions for antenatal and postnatal females.
4 Understand physical activity guidelines with antenatal and postnatal females.	4.1 Explain the recommended guidelines for antenatal females as specified in the CMO guidance.
	4.2 Describe the importance of ensuring the female has had their 6-week check and has been considered suitable to participate in physical activity by their GP
	4.3 Describe why the guidelines are in place and the importance of keeping up to date.
5 Understand assessing risks with antenatal and postnatal females relating to exercise.	5.1 Know how to assess and manage the risks to antenatal and postnatal females prior to, during and post physical activity.
	5.2 Describe the importance of dynamic risk assessment of activities including when babies are present.



	5.3 Outline the key signs and symptoms of when to advise the female to withdraw from physical activity.
6 Understand considerations for planning with antenatal and postnatal females relating to exercise.	6.1 Outline the different considerations that need to be accounted for when planning physical activity sessions for antenatal and postnatal females to include: ● Avoiding hot and humid conditions where appropriate. ● Regular hydration. ● Regular nutrition. ● Appropriate clothing. ● Lactation. ● Type of births and gestation. ● Adaptation of exercises (modification). ● Using the correct technique.
7 Understand implications for antenatal and postnatal females relating to exercise.	7.1 Outline the key implications of the effects of pregnancy on exercise programme to include: ● Effects on motor skills. ● Current physical activity levels. ● Implications of exercising in the supine position after 16 weeks (advice on exercising in this position and possible implications). ● The need to preferentially re-educate the pelvic floor and transversus. ● abdominis post birth. ● Weakening/widening of the rectus abdominis. ● Diastasis recti.
	7.2 Describe the importance of both core and functional training for a Antenatal and Postnatal, and include appropriate exercises in the programme design for the: ● First trimester ● Second trimester ● Third trimester ● Postnatal period
	7.3 Describe the importance of safe functional transitions between exercise both within a physical activity setting and everyday activities: e.g. getting in and out of the car.
8 Understand Planning and preparation for antenatal and postnatal	8.1 Outline how to plan physical activity programme for antenatal and postnatal females



females relating to exercise sessions.	
	8.2 Explain how to plan physical activity sessions for antenatal and postnatal females.
	8.3 Explain the importance of the relationship between programme design and activity delivery in engaging antenatal and postnatal females.
	8.4 Describe the importance of adapting physical activity sessions/programmes within a 1-1 and group setting to meet the needs of the individual female.
	8.5 Explain how to deliver inclusive, safe and engaging physical activity sessions for antenatal and postnatal females.
	8.6 Explain the importance of monitoring intensity and avoiding overheating, including: • Methods of monitoring intensity • Frequency and duration
9 Understand Feedback/reflective practice	9.1 Describe the opportunities to collate and use feedback from the females regarding the activities delivered.
	9.2 Explain how to use feedback from females to promote motivation.
	9.3 Explain how to reflect on your own practice to inform future sessions.
10 Be able to design an individualised, safe and effective exercise programme for an antenatal and postnatal female.	10.1 Show a clear insight-led rationale for the session and activities used in the plan.
	10.2 Develop a plan for a physical activity session that is safe and engaging for antenatal and postnatal females. These must include: • A safe and effective warm-up • A safe and effective main component • A safe and effective cool-down • Use CMO guidance



	10.3 Demonstrate the ability to adapt a physical activity plan that is specific to a female.
	10.4 Evaluate inclusive, safe and fun physical activity sessions that encourage the individual to participate post-pregnancy.
Assessment method	Portfolio of evidence