



The Qualification Hub

Qualification Specification

TQH Level 3 Certificate in Personal Training





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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 5.

TQH Contact Details

Old Gasworks Business Park

1st Floor Unit 1a Kilmorey Street

Newry

BT34 2DH

Email - lois@thequalificationhub.com

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 Personal Training

Operational start date: 2023

Certification end date: (TBC)

The start and end dates of TQH qualification's operation signify the duration of its regulated lifecycle. The end date marks the final deadline for learners to enrol in the qualification. After this date, learners have a maximum of 2 years to finish the qualification and obtain their certificate.

All The Qualification Hub qualifications are published to the Register of Regulated Qualifications (<https://register.ofqual.gov.uk/>). This site shows the qualifications and awarding organisations regulated by CCEA Regulation.



Overview - TQH Level 3 Certificate in Personal Training

Sector Subject Area

8.1 - Sport, leisure and recreation

Qualifications Aim

This qualification is designed for learners aged 16 and over who wish to pursue a career in the health and fitness industry as a Personal Trainer. It is particularly suitable for those who have a strong interest in fitness and a desire to work with clients to improve their physical health and wellbeing.

Please note that 16 to 18-year-old learners may need to be supervised in the workplace once they have achieved the qualification. This requirement is to ensure their safety and to provide appropriate guidance and support as they gain experience in the industry.

Qualifications Objectives

The objectives are to provide learners with the knowledge and skills in the following areas;

- To furnish learners with knowledge of anatomy and physiology, functional kinesiology, and the concepts and components of fitness.
- To equip learners with the knowledge and abilities to efficiently gather and analyse client information using the most widely accepted techniques.
- To provide learners with the knowledge and skills to assess a client's current health and fitness status.
- To supply learners with the knowledge and skills to plan and conduct physical activity sessions in various environments using multiple resources.
- To impart learners with the knowledge and skills to perform a client consultation using the most widely accepted methods, and provide strategies for successful behaviour change.
- To equip learners with the knowledge and skills to communicate effectively and build successful relationships with clients and other healthcare professionals.
- To furnish learners with the knowledge to prepare for employment or to establish a self-employed business.



- To provide learners with the knowledge and skills to manage, evaluate, and improve their own performance.
- To impart learners with the knowledge to offer nutritional advice for physical activity based on clients' needs.



This qualification relates to the National Occupational Standards (NOS)

There is a link to:

The Chartered Institute for the Management of Sport and Physical Activity (CIMSPA)

Learning and Development Requirements (LDR) for:

- Personal Trainer

Grading

Grading for TQH Level 3 Certificate in Personal Training is pass/fail.

Qualification Target Group

A suitable Level 2 qualification in Gym Instructing is required for this course. The program demands a certain level of physical exertion, and individual participation is crucial. Hence, it is necessary for learners to have a reasonable level of physical fitness. Additionally, the course involves an element of communication, including discussing, presenting, reading, and writing. Furthermore, the application of numbers is also a part of the program. Thus, it is essential for learners to possess basic communication skills pitched at level 3 and basic numerical skills at level 2.



Progression

TQH Level 3 Certificate in Personal Training qualification provides progression to:

- Level 3 Working with Antenatal and Postnatal Clients
- Level 3 Diploma in Exercise Referral.
- Level 3 Award in Designing Exercise Programmes for Older Adults.
- Level 3 Award in Designing Exercise Programmes for Disabled Clients.
- Level 3 Diploma in Instructing Pilates Matwork.
- Level 3 Diploma in Teaching Yoga.
- Level 4 Certificate in Strength and Conditioning.

Delivery Languages

TQH Level 3 Certificate in Personal Training is available in English only at this time.



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 the 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 (EQA)

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 Certificate in Personal Training

Accreditation Number	610/2943/9
Guided learning hours	245
Total qualification time	360

Unit	Level	GLH	Credits	Portfolio	Practical observation
Applied anatomy and physiology for exercise, health, and fitness	3	39	4	✓	
Nutritional Concepts for Health and Fitness Professionals	3	56	6	✓	
Promoting Health and Wellbeing through Lifestyle Management and Client Motivation	3	47	5	✓	
Designing and delivering personalised exercise programmes for clients.	3	63	6	✓	✓
Professionalism and Business Awareness for Fitness Professionals	3	40	4	✓	
• Learners must complete the five mandatory units. • Successful completion of all components results in a pass grade.					



Unit 1 - Applied anatomy and physiology for exercise, health, and fitness

1. Understand the role that exercise plays in improving posture and bone health	1.1 Explain how the body protects internal organs from injury. 1.2 List the different shapes of bones and provide examples of each. 1.3 Describe the structure and function of the different parts of the vertebral column. 1.4 Outline the stages of bone growth and the process of bone remodelling, including the roles of osteoblasts and osteoclasts. 1.5 Describe the effects of ageing on bone density and structure. 1.6 Explain the process of red and white blood cell production and their respective functions. 1.7 Explain the role of osteoblasts, osteoclasts, hormones, body weight, calcium, and vitamin D in maintaining bone density. 1.8 List the different types of exercise and explain the differences between weight-bearing and non-weight-bearing exercises.
2. Understand joints and joint actions	2.1 Describe the three classifications of joints - Fibrous, cartilaginous, and synovial. 2.2 Outline the joint movement potential and joint actions for major exercises. 2.3 Explain the anatomical axis and planes in relation to joint actions during exercises.
3. Understand postural control and core stability	3.1 Describe the structure and function of the stabilising ligaments and muscles of the spine. 3.2 Explain the local muscle changes that can occur as a result of insufficient stabilisation in the spine. 3.3 Describe static and dynamic posture control. 3.4 Outline the potential effects of abdominal adiposity and poor posture on movement efficiency. 3.5 Describe the potential problems that can occur due to postural deviations. 3.6 Describe the three syndromes as predictable patterns of muscle imbalance: a. Upper Crossed Syndrome b. Lower Crossed Syndrome c. Pronation Distortion Syndrome 3.7 Explain the impact of core stabilisation exercises on the body and the potential risks and benefits associated with them. 3.8 Explain the benefits, risks, and applications of the following types of stretching:



	3.9 a static (passive and active) a. dynamic b. proprioceptive neuromuscular facilitation.
4. Understand Postural Control and Core Stability	4.1 Explain the principles of muscle contraction, specifically the Sliding Filament Theory. 4.2 Describe the effects of different types of exercises on muscle fibre type. 4.3 Identify and locate the muscle attachment sites for the major muscles of the body. 4.4 Outline the joint actions brought about by specific muscle group contractions. 4.5 Describe the structure of the pelvic girdle and associated muscles and ligaments. 4.6 Explain the effect of levers, gravity, and resistance on exercise. 4.7 Explain Delayed Onset Muscle Soreness (DOMS), including its causes, symptoms, and strategies for prevention.
5. Understand the heart and circulatory system and its relation to exercise and health	5.1 Explain the function of the heart valves in regulating blood flow within the heart. 5.2 Describe coronary circulation, including the structure and function of the coronary arteries and their role in delivering oxygen and nutrients to the heart muscle. 5.3 Explain how disease processes can affect the structure and function of blood vessels, including the development of atherosclerosis and hypertension. 5.4 Explain the stages of progression in atherosclerosis. 5.5 Explain the short and long-term effects of exercise on blood pressure. 5.6 Describe the Valsalva effect on blood pressure. a. explain the cardiovascular benefits and risks associated with endurance/aerobic training, including b. its effects on heart function 5.7 Disease risk factors such as cholesterol and blood pressure. 5.8 Define blood pressure classifications and associated health risks.



6. Understand the Nervous System and Its Relation to Exercise and Health	6.1 Describe the components of the nervous system, including: - the central nervous system - the peripheral nervous system - the somatic branch of the peripheral nervous system - the autonomic branch of the peripheral nervous system. 6.2 Explain nervous control and transmission of a nervous impulse, including the role of: - action potentials - synaptic transmission - neurotransmitters 6.3 Describe the structure and function of a neuron, including its different parts and the role of glial cells. 6.4 Explain the role of a motor unit in muscle contraction, including the components of a motor unit and its interaction with muscle fibres. 6.5 Explain the process of motor unit recruitment and the significance of a motor unit's size and the number of muscle fibres it innervates. 6.6 Explain the stages of the stretch reflex and inverse stretch reflex and their importance in regulating muscle length and tension. 6.7 Describe the structure and function of muscle spindles, including their role in muscle stretch reflexes and proprioception. 6.8 Describe the structure and function of Golgi tendon organs, including their role in regulating muscle tension and preventing over-contraction. 6.9 Explain the definition and function of autogenic inhibition, including its role in regulating muscle tension during stretching. 6.10 Explain the definition and function of reciprocal inhibition, including its role in regulating muscle activity during movement.
7. Understand the Endocrine System and Its Relation to Exercise and Health	7.1 Explain the functions of the endocrine system, including its role in regulating bodily functions through the secretion of hormones. 7.2 List the major glands in the endocrine system and describe their location and function. 7.3 Describe the function of hormones, including; - the role of insulin - glucagon - thyroid hormones - cortisol - testosterone - oestrogen



	g. progesterone h. growth hormone i. prolactin. 7.4 Explain the signs and symptoms of overtraining. 7.5 Describe the effects of the General Adaptation Syndrome (GAS) and its three stages: alarm, resistance, and exhaustion.
8. Understand the Energy System and Its Relation to Exercise and Health	8.1 Explain the factors that influence the predominant energy system during exercise. 8.2 Describe how energy contribution varies based on the duration, type, and intensity of exercise.
Assessment method	Portfolio of evidence



Unit 2 - Nutritional Concepts for Health and Fitness Professionals

1. Understand how to access credible information about nutrition for exercise and health	1.1 Identify the range of professionals and professional bodies involved in the area of nutrition. 1.2 Distinguish between evidence-based knowledge versus the unsubstantiated marketing claims of suppliers. 1.3 Distinguish between credible evidence-based information.
2. Understand key guidelines in relation to nutrition	2.1 Define common nutritional terms, to include: a. diet b. wellness/wellbeing c. healthy eating d. balanced diet e. nutrition f. nutrient g. macronutrient h. micronutrient i. phytonutrient j. health k. unhealthy eating l. glycemic index
3. Understand the principles of nutrition	3.1 Explain the main food groups and the nutrients they contribute to the diet. 3.2 Identify the caloric value of nutrients. 3.3 Explain key healthy eating advice that underpins a healthy diet. 3.4 Describe the nutritional principles and key features of the national food model/guide. 3.5 Define portion sizes in the context of the national food model/guide. 3.6 Explain food labelling and healthy food preparation 3.7 Explain the glycemic index rating system and its importance for human health. 3.8 Describe the functions of water in the body and the importance of adequate hydration for health and performance 3.9 Evaluate the importance of phytonutrients to human health 3.10 Explain the relationship between poor nutrition and: a. physical activity b. body composition c. health risks



4. Understand carbohydrates role in exercise and health	4.1 Explain the function of carbohydrates in the body. 4.2 Describe carbohydrate terms such as: a. simple carbohydrates b. complex carbohydrates c. fibre type 4.3 Explain how the body metabolises carbohydrates. 4.4 Identify main food sources of carbohydrates. 4.5 Define carbohydrate terms such as: a. glycogen b. glycogenolyses c. gluconeogenesis 4.6 Describe the process of carbohydrate digestion and absorption. 4.7 Describe the adverse health effects associated with carbohydrate excess and deficiency. 4.8 Describe carbohydrate balance according to national guidelines. 4.9 Explain carbohydrates' role in athletic performance.
5. Understand the role of protein in exercise and health	5.1 Explain the function of protein in the body. 5.2 Explain how the body metabolises protein. 5.3 Identify main food sources of protein. 5.4 Define protein terms such as: a. amino acids b. essential amino acids c. non-essential amino acids d. peptides e. incomplete protein f. complete protein 5.5 Describe the process of protein digestion and absorption. 5.6 Describe the adverse health effects associated with protein excess and deficiency. 5.7 Describe protein balance according to national guidelines. 5.8 Explain protein's role in athletic performance.
6. Understand the role of fat in exercise and health	6.1 Explain the function of fats in the body. 6.2 Explain how the body metabolises fats. 6.3 Identify main food sources of fats. 6.4 Define fats terms such as a. saturated b. unsaturated c. cholesterol d. fatty acids e. trans fats f. omega 3 g. omega 6



	6.5 Describe the process of protein fats and absorption. 6.6 Describe the adverse health effects associated with fats excess and deficiency. 6.7 Describe fats balance according to national guidelines. 6.8 Explain fats role in athletic performance.
7. Understand vitamins role in exercise and health	7.1 Explain the function of vitamins in the body. a. Fat-soluble vitamins b. Water-soluble vitamins 7.2 Identify main food sources of vitamins 7.3 Describe the adverse health effects associated with vitamin excess, and deficiency. 7.4 Explain the role of vitamins in athletic performance.
8. Understand minerals role in exercise and health	8.1 Explain the function of minerals in the body. a. macrominerals b. trace minerals 8.2 Identify main food sources of minerals. 8.3 Describe the adverse health effects associated with minerals excess, and deficiency. 8.4 Explain the role of minerals in athletic performance.
9. Understand how macronutrients from food are used to fuel and recover from physical activity	9.1 Explain the components of energy expenditure and the energy balance equation. 9.2 Define terms related to weight management to include: a. energy balance b. thermic effect of physical activity (TEPA) c. non-exercise activity thermogenesis (NEAT) d. negative energy balance e. positive energy balance f. basal metabolic rate (BMR) g. thermic effect of food (TEF) 9.3 Describe how to evaluate nutritional requirements and hydration needs. 9.4 Explain the guidelines for safe and effective fat loss through modifications in diet and exercise. 9.5 Explain the different guidelines for the rate of muscle gain achievable through modifications in diet and exercise, taking into account their safety and effectiveness. 9.6 Explain safe and efficient guidelines for designing nutrition to improve outcomes in endurance events, to include: a. pre-event (fat loading, carbohydrate loading) b. nutrition during the event c. post-event nutrition 9.7 Describe the use of protein and vitamin supplementation.



10. Understand how to communicate sensitive information to clients	10.1 Describe issues that may be sensitive when collecting nutritional information. 10.2 Explain why confidentiality is important when collecting nutritional information. 10.3 Describe issues that may be sensitive when collecting nutritional information. 10.4 Explain different methods that can be used to measure body composition and health risks in relation to weight. 10.5 Explain how to sensitively divulge collected information and 'results' to clients. 10.6 Identify clients at risk of nutritional deficiencies 10.7 Explain the circumstances in which a client should be recommended to visit their GP about the possibility of referral to a registered dietician. 10.8 Explain how to recognise the signs and symptoms of disordered eating and healthy eating patterns to include: a. anorexia nervosa b. bulimia nervosa c. binge eating disorder d. OSFED (Other Specified Feeding or Eating Disorder)
11. Understand principles of nutritional goal setting with clients	11.1 Explain how to apply the principles of goal setting when offering nutritional advice. 11.2 Explain how to translate nutritional goals into basic healthy eating advice that reflects current national guidelines. 11.3 Explain when people other than the client should be involved in nutritional goal setting. 11.4 Define which other people could be involved in nutritional goal setting. 11.5 Identify the barriers which may prevent clients from achieving their nutritional goals. 11.6 Explain how to apply basic motivational strategies to encourage healthy eating and prevent non-compliance or relapse. 11.7 Explain the need for a reappraisal of clients' body composition and other relevant health parameters at agreed stages of the programme.
12. Be able to collect and analyse nutritional information	12.1 Gather the necessary information to furnish clients with suitable guidance on healthy eating. 12.2 Record clients' details and their nutritional objectives using an authorised format. 12.3 Evaluate the gathered data, encompassing dietary requirements and preferences, in conjunction with the clients'



	current state and nutritional aspirations. 12.4 Design and agree nutritional goals that are compatible with the analysis, accepted good practice, and national guidelines. 12.5 Agree on review points with the client. 12.6 Ensure that the nutritional goals support and integrate with other programme components. 12.7 Use basic dietary assessment methods to collect data.
Assessment method	Portfolio of evidence



Unit 3 - Promoting Health and Wellbeing through Lifestyle Management and Client Motivation

1. Understand factors that impact lifestyle and wellbeing	1.1 Describe components of a healthy lifestyle and factors that affect health and wellbeing to include: a. Smoking, alcohol, nutrition, physical activity levels and preferences, weight management, rest and relaxation, relaxation training, stress(signs, symptoms, effects, and management), work patterns/job, relevant personal circumstances, posture.
2. Understand psychological factors influencing behaviour change	2.1 Describe intrinsic and extrinsic motivation and how they relate to behaviour change. 2.2 Explain how social support can influence behaviour change. 2.3 Explain the ways in which peer pressure can influence behaviour change. 2.4 Explain some motives and barriers to change, including perceived and actual barriers, self-recognition of own barriers, and reinforcement. 2.5 Describe how self-efficacy can impact behaviour change. 2.6 Discuss the relevance and use of psychological questionnaires in behaviour change.
3. Understand strategies to encourage long-term adherence to positive lifestyle practices	3.1 Describe the transtheoretical model and how it can be used 3.2 Explain the stages of change 3.3 Explain motivational interviewing can be used with clients to increase lifestyle changes. 3.4 Explain the Relapse Prevention cognitive-behavioural method
4. Understand health conditions and medically controlled diseases	4.1 Describe health conditions and medically controlled diseases to include: a. obesity, osteoporosis, mental health problems (stress/depression/anxiety), back pain, hypertension, angina, coronary heart disease (CHD), pre-diabetes and diabetes, arthritis, stroke, cancer, asthma, chronic obstructive pulmonary disease (COPD), chronic fatigue, eating disorders.
5. Understand health screening and risk stratification	5.1 Describe the purpose of pre-exercise health screening. 5.2 Describe the process of obtaining informed consent from a client. 5.3 List absolute and relative contraindications that a fitness



	professional should be aware of. 5.4 Recognise risk stratification models used to assess risk assess clients. a. ACSM risk stratification b. Morgan-Irwin model 5.5 Explain the process of referring a client to another medical professional in the context of a fitness programme. 5.6 Outline the process of identifying when to refer, signpost, or take action, and the appropriate action to take in each circumstance based on the risk level of the client in the context of a fitness programme.
6. Understand health promotion within a fitness environment	6.1 List evidence-based/reputable health and wellbeing advice websites where you can signpost your client to. 6.2 Identify UK Chief Medical Officer's national recommended guidelines for physical activity and health across a range. 6.3 Describe the role and the scope of practice in relation to other relevant specialists when offering health and wellbeing advice and guidance, to include: a. Personal trainers, doctors, physiologists, physiotherapists, occupational therapists, strength and conditioning coaches, dietitian/nutritionists, exercise referral instructors 6.4 Explain how to liaise with other professionals regarding unfamiliar medical conditions.
7. Be able to Assess client's readiness to change	7.1 Use strategies to identify client's readiness to change their behaviour/their 'stage of change'.
8. Be able to create a positive, motivating, and empowering environment to support adherence to exercise	8.1 Clarify your own role, the client's role and responsibilities, and those of any other staff/professionals involved in the programme. 8.2 Use evidence-based strategies and techniques to create a positive, motivating, and empowering environment that supports clients to participate in the exercise. 8.3 Integrate appropriate motivational strategies to encourage long-term adherence to exercise and other positive lifestyle practices. 8.4 Recognise personal barriers to exercise and use strategies to overcome them.
9. Be able to set Goals and support	9.1 Set SMART goals linked to a client's individual needs, wants, and motivators. 9.2 Monitor targets, review and evaluate progress, and adapt



	accordingly. 9.3 Use strategies to maintain contact and motivate clients between sessions:e.g. phone calls, emails, social media, etc.
10. Be able to conduct health screening and risk stratification	10.1 Use recognised pre-exercise health screening and risk stratification methods to assess a client's readiness to exercise and the potential need to signpost or refer to other specialist exercise professionals and/or medical professionals. 10.2 Offer advice and guidance within the scope of practice to promote positive healthy lifestyle choices.
Assessment method	Portfolio of evidence



Unit 4 - Designing and delivering personalised exercise programmes for clients

1. Know how to consult and support clients to change exercise behaviour	1.1 Explain the purpose of consulting with clients. 1.2 Describe informed content. 1.3 Explain how to conduct a 1:1 consultation. 1.4 explain the need to gather relevant information such as a. exercise history b. previous and current level of activity c. exercise likes/dislikes 1.5 Explain the rationale for fitness testing. 1.6 Describe static and dynamic health and fitness assessment. 1.7 Describe Postural assessment to include a. static and dynamic postural analysis b. optimal postural alignment
2. Know how to set goals with client	2.1 Describe how to set and adapt meaningful SMART goals linked to a client's individual needs, wants, and motivators. 2.2 Explain how to set goals with clients. 2.3 describe how to evaluate client progress through the monitoring and review of agreed goals. 2.4 Describe how to adapt goals according to progress and individual circumstances.
3. Know how to design and tailor exercise programmes	3.1 Outline the current evidence-based FITT guidelines used to design safe exercise programmes for healthy adults. 3.2 Explain how to design and tailor exercise programmes for a range of clients within the scope of practice to include: a. sedentary b. recovering from injury c. over-trained d. high-level performer e. sport specific performer f. clients with low-risk health conditions 3.3 Explain how to apply the principles of training to exercise programme design to develop: a. cardiovascular endurance b. muscular strength (hypertrophy) c. muscular strength (endurance) d. flexibility e. body composition



	f. posture and core stability g. motor skills 3.4 Outline the advantages and disadvantages of exercising at various intensities, to include: a. sedentary (untrained) b. experienced (trained) c. high-level performers (well trained) 3.5 Describe the use of functional exercises in programmes.
4. Understand a range of different protocols and tools	4.1 Outline to calculate repetition maximums (1RM – 10RM) 4.2 Describe methods of monitoring exercise intensity to include: a. maximum heart rate formula b. rate of perceived exertion (RPE) scales c. both 6-20 and 1- 10 d. metabolic equivalents (METs) e. kilocalories per hour (Kcal.hr) f. visual assessment g. verbal assessment (talk test). 4.3 Describe guidelines around the repetition ranges for a. strength b. power c. endurance d. muscle hypertrophy 4.4 Identify heart rate training zone models for developing aerobic and anaerobic capacity. 4.5 Identify the current ACSM or other recognised International guidelines for developing the different components of fitness. 4.6 Describe the reasons for using periodisation or progressive programming and the principles behind them.
5. Understand the variables related to exercise design	5.1 Describe the process of modifying an exercise programme to meet the specific needs using various variables to either regress or progress or create adaptations. 5.2 Identify different training system for the cardiovascular systems: a. interval b. fartlek c. continuous 5.3 Identify different resistance training systems to include: a. pyramid sets b. super-sets c. giant sets d. tri set e. forced repetitions f. pre/post exhaustion



	g. negative/eccentric training h. muscular strength endurance i. muscular fitness 5.4 Describe flexibility exercise including: a. static b. ballistic c. dynamic d. proprioceptive neuromuscular techniques e. myotactic/stretch reflex 5.5 Explain how to manipulate the FITT principle to tailor exercise programmes a. sequence of exercise b. repetitions c. number of sets d. rest between sets (recovery) e. speed of movement f. type of muscle contraction g. duration of session h. rest between sessions i. volume of training j. split routines
6. Understand how to adapt the principles of training to a clients programme	6.1 Explain the the principles of training and how they relate to exercise a. programme design including: b. specificity c. progressive overload d. reversibility e. adaptability f. individuality g. recovery time 6.2 Describe the importance of adequate rest phases between training loads and the signs and symptoms of overtraining. 6.3 Describe speed of movement and its relevance to exercises.
7. Understand how to develop exercise modes and training environments	7.1 Describe how to design and deliver different modes of exercise in different environments. a. gym-based b. studio-based c. sports hall d. outdoors e. home-based f. confined space



8. Understand Small group training environments	8.1 Describe how to design sessions that can be delivered to small groups ensuring the safety of all clients at all times. 8.2 Describe how to design effective small group PT sessions. 8.3 Explain how to balance the needs of the individual and the group.
9. Be able to analyse information from a client consultation process	9.1 Conduct a client consultation process. 9.2 Collect and analyse information. 9.3 Conduct pre-exercise assessment screening to assess if client onward referral is advised and where necessary refer the client to a more appropriate professional.
10. Be able to conduct health screening	10.1 Identify a range of health screening measurements that can be conducted to inform programme design. 10.2 Describe established protocols for health screening measurements. 10.3 Interpret outcomes of health screening measurements and risk-stratify clients. 10.4 Identify a range of fitness assessments that can be performed to evaluate client ability, to include: a. cardiovascular fitness tests b. muscular fitness tests c. flexibility tests d. movement screening protocols
11. Be able to conduct assessments	11.1 Educate client on purpose and value of pre-exercise assessments. 11.2 Select assessments appropriate to the individual client. 11.3 Select assessments appropriate to the assessment conditions/equipment/time available. 11.4 Advise client of correct procedures, protocols and risks prior to commencing any physical assessment(s). 11.5 Supervise client physical assessment in a safe and effective manner. 11.6 Interpret results/recorded data using accepted criteria. 11.7 Inform client of analysis outcomes and discuss and agree actions/goals (using language/terms understood by client/simplify technical information, effective use of communication and interpersonal skills).
12. Be able to conduct programme/session planning and delivery	12.1 Plan timings and sequences for the session. 12.2 Incorporate teaching strategies to enhance client performance. 12.3 Determine and vary modality and intensity of exercise. 12.4 Allocate equipment/resources required.



	12.5 Link session to client goals (short/medium/long-term goals). 12.6 Incorporate warm-up and cool down activities appropriate to the session/individual. 12.7 Plan sessions in different environments to cover: gym, studio/sports hall, outdoors, client's home or other confined space. 12.8 Plan sessions for both individuals and small groups. 12.9 Deliver sessions in different environments: e.g. gym, studio/sports hall, outdoors, client's home or other confined space. 12.10 Deliver sessions for both individuals and small groups.
13. Be able to observe and adapt exercise technique	13.1 Observe and monitor clients during the session to ensure safety and effectiveness by: a. Utilising explanations and demonstrations that are technically correct, safe and appropriate to the individual client. b. Correcting exercise technique to ensure safe and effective alignment, execution and use of equipment. c. Providing client specific instructing points, feedback, encouragement and reinforcement. d. Offering adaptations and alternatives that meet a client's individual needs and circumstances (progression, regression, corrective strategies and alternative exercises as required). e. Modify and adapt exercises, sessions and programmes for a range of individual needs.
14. Be able to review programme/sessions	14.1 Evaluate the session against: session aims, SMART goals, activities, participant performance, own performance (preparation, delivery) and health and safety. 14.2 Review client goals based on outcomes and revise programme accordingly. 14.3 Amend and improve future session plans and own performance based on evaluation and feedback from the client: e.g. according to chosen activities, exercise intensity, changes in circumstances etc. 14.4 Give feedback to client based on review (timely, positive, relevant to goals etc). 14.5 Seek and receive information from other relevant professionals concerning the client where indicate if required.
Assessment method	Portfolio of evidence Practical observation



Unit 5 - Professionalism and Business Awareness for Fitness Professionals

1. Understand how to conduct within a fitness environment	1.1 Describe the characteristics that a fitness professional should display to portray a professional image. 1.2 Explain the importance of being positive, honest, and empowering while conducting oneself as a fitness professional. 1.3 List the traits that reflect personal integrity and respect towards clients and other professionals. 1.4 Outline the ways in which a fitness professional can motivate and build trust with their clients. 1.5 Explain the significance of being non-judgmental and consistent in the fitness profession. 1.6 Describe how personal conduct impacts the professional image of a fitness professional. 1.7 Outline the role of a fitness professional as a role model and how it affects the professional image. 1.8 Explain the importance of portraying a professional image in the fitness industry.
2. Understand professional practice in a fitness environment	2.1 Describe professional ethics in a fitness environment and its importance to your role. 2.2 Outline the scope of practice and responsibilities that come with your role in a fitness environment. 2.3 Explain how your professional membership impacts your role in a fitness environment. 2.4 List the skills, abilities, and knowledge that are necessary for proper representation of your role in a fitness environment. 2.5 Explain the importance of interface with other relevant professionals and how it relates to your role in a fitness environment. 2.6 Describe the professional code of conduct and business practices that must be adhered to in a fitness environment. 2.7 Outline the consequences of breaching professional ethics in a fitness environment.
3. Understand the legislation and organisational procedures	3.1 Explain the importance of knowing the current legislation and organisation procedures relevant to your role in the fitness industry. 3.2 List the legislations and organisation procedures that a fitness professional should be aware of in their role. 3.3 Outline the procedures that a fitness professional should



	follow to maintain client confidentiality. 3.4 Describe the procedures that a fitness professional should follow to prevent conflicts of interest from arising. 3.5 Explain the importance of health and safety at work in the fitness industry. 3.6 Outline the disclosure and barring service (DBS) and its relevance to a fitness professional's role. 3.7 Describe the safeguarding requirements for children and vulnerable adults in the fitness industry. 3.8 Explain the importance of equality and diversity in the fitness industry and its relevance to a fitness professional's role. 3.9 List the types of insurances that a fitness professional should have to protect against personal liability. 3.10 Describe the procedures that a fitness professional should follow to comply with the Control of Substances Hazardous to Health (COSHH) regulations. 3.11 Outline the Reporting of Injuries, Diseases, and Dangerous Occurrences Regulations (RIDDOR) and its relevance to a fitness professional's role. 3.12 Explain the significance of the Electricity at Work Regulations and its relevance to a fitness professional's role. 3.13 Describe the First Aid Regulations and the procedures that a fitness professional should follow in case of emergencies. 3.14 Explain the importance of following individual organisational policies and procedures in the fitness industry.
4. Understand how to professionally interact	4.1 Explain the importance of professional interaction with clients and relevant professionals in the fitness industry. 4.2 Describe the best way to introduce yourself to clients as a fitness professional. 4.3 Outline the techniques for building rapport with clients in a fitness environment. 4.4 Explain the significance of connecting with people to create a positive experience in the fitness industry. 4.5 Describe the ways in which a fitness professional can adapt their communication style to suit client needs. 4.6 Explain the importance of presenting accurate information to clients and relevant professionals in a fitness environment. 4.7 Describe the sensitivities and discretion that a fitness professional must employ in their manner of communication with clients. 4.8 Explain the importance of a non-judgmental and respectful approach in professional interaction with clients. 4.9 Outline the ways in which a fitness professional can show respect for the individuality of the client.



	4.10 Describe the language and terms that a fitness professional must use to ensure that clients can understand the information being presented. 4.11 Explain the importance of simplifying technical information for clients and relevant professionals in a fitness environment. 4.12 Describe the most effective ways of presenting information to clients to ensure that they understand and benefit from it.
5. Understand communication techniques	5.1 Explain the importance of different communication techniques in the fitness industry. 5.2 Describe the observation and non-verbal communication techniques that a fitness professional can use to communicate effectively with clients. 5.3 Outline the negotiation techniques that a fitness professional can use to achieve mutually beneficial goals with clients. 5.4 Explain the difference between open and closed questioning and how they are used in the fitness industry. 5.5 Describe the motivational interviewing techniques used to develop "importance," "confidence," and "readiness" in clients. 5.6 Explain the importance of addressing resistance to change in clients and the techniques that a fitness professional can use to overcome it. 5.7 Describe the open-ended questioning techniques that a fitness professional can use to encourage clients to open up. 5.8 Explain the significance of reflective statements and how they can be used to help clients gain insight into their behaviour. 5.9 Describe the paraphrasing technique and how it can be used to ensure that clients feel heard and understood. 5.10 Explain the importance of summarising and how it can be used to help clients focus on the key points of a conversation. 5.11 Describe the decisional balance sheet and how it can be used to help clients weigh the pros and cons of a decision. 5.12 Explain the importance of active listening and how it can be used to ensure that clients feel heard and understood.
6. Understand marketing in a fitness environment	6.1 Explain the importance of relevant marketing strategies and techniques in the fitness industry. 6.2 Describe the process of brand awareness in the fitness industry and its importance. 6.3 Outline the self-promotion techniques that a fitness professional can use to build their brand. 6.4 Explain the significance of market research in the fitness industry and the different types of analysis used (e.g., SWOT/PEST analysis).



	6.5 Describe the importance of a marketing plan in the fitness industry and its key elements. 6.6 Explain the process of developing a marketing plan and the key considerations that a fitness professional must keep in mind. 6.7 Outline the different marketing techniques that a fitness professional can use to reach their target audience. 6.8 Describe the importance of creating a strong value proposition in the fitness industry. 6.9 Explain the significance of customer retention and how it can be achieved through effective marketing strategies. 6.10 Describe the impact of social media and online marketing in the fitness industry. 6.11 Outline the importance of creating a unique selling proposition in the fitness industry. 6.12 Explain the significance of referral marketing in the fitness industry and the strategies used to encourage referrals.
7. Understand business planning within the fitness industry	7.1 Explain the importance of business planning in the fitness industry and its relevance to your role. 7.2 Describe the individual and organisational goals, targets, and objectives that a fitness professional should consider in their business planning, including key performance indicators (KPIs). 7.3 Outline the client-facing services and products that a fitness professional can offer to meet their business objectives. 7.4 Explain the importance of sales in the fitness industry and the strategies that a fitness professional can use to increase their sales and grow their client base. 7.5 Describe the different activities that a fitness professional can undertake to support their business objectives and promote growth. 7.6 Explain the significance of maintaining financial records and financial planning in the fitness industry. 7.7 Outline the importance of monitoring and evaluating the success of a fitness professional's business plan, and the methods that can be used to assess performance.
8. Understand finance in the fitness industry	8.1 Explain the importance of managing one's business financials in the fitness industry. 8.2 Describe the budgeting process and how it relates to financial management in the fitness industry. 8.3 Outline the forecasting techniques that a fitness professional can use to project future financial performance. 8.4 Explain the significance of sales and targets in financial management and the strategies that a fitness professional can use to increase their revenue.



	8.5 Describe the profit and loss statement, including gross profit and net gain, and how it can be used to measure financial performance in the fitness industry. 8.6 Explain the importance of balance sheets in financial management and how they can be used to assess a business's financial health. 8.7 Describe the tax and insurance legislation that a fitness professional must comply with in the UK. 8.8 Explain the importance of financial reporting in the fitness industry and the different methods that can be used to report financial information. 8.9 Outline the financial management requirements for self-employed fitness professionals in the UK. 8.10 Explain the financial management requirements for employed fitness professionals in the UK.
Assessment method	Portfolio of evidence