



The Qualification Hub

Qualification Specification

TQH Level 3 Diploma In Fitness Instructing and 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

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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 Diploma In Fitness Instructing and Personal Training

Operational start date:

Certification end date:

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 Diploma In Fitness Instructing and 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 qualification outlines the professional standards set by the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) for Personal Trainers. The qualification includes ten key areas of learning and assessment that must be present in any educational product seeking CIMSPA endorsement. These are a combined element of Gym Instructor and Personal Trainer LDR's.

All of the key areas of learning and development are mandatory and interconnected, and cover a broad range of topics related to the role of Personal Trainer.

These areas include:

1. Maximising the customer experience, which involves creating a welcoming and inclusive environment for all gym users.
2. Routine maintenance and cleaning, which involves ensuring the gym equipment is kept in good working order and that the gym environment is clean and safe.



3. Exercise anatomy and physiology, which provides a fundamental understanding of how the body works and responds to exercise.
4. Consultations, assessments, and gym inductions, which involves assessing clients' needs, developing exercise plans, and providing guidance on using gym equipment.
5. Lifestyle management and client motivation, which explores how to help clients adopt healthy lifestyle habits and stay motivated to achieve their fitness goals.
6. Planning and reviewing gym programmes, which involves designing effective gym programmes tailored to clients' needs and goals.
7. Exercise supervision and technique, which covers how to supervise and instruct clients in safe and effective exercise technique.
8. Professional practice, which covers topics related to professional standards and ethics in the fitness industry.
9. Anatomy, physiology, and kinesiology, which provides a fundamental understanding of how the body works.
10. Lifestyle management and client motivation, which explores how to help clients adopt healthy lifestyle habits and stay motivated to achieve their fitness goals.
11. Health and wellbeing, which covers topics related to health and safety, and how to manage clients with special needs or medical conditions.
12. Exercise programme design and delivery, which provides a comprehensive understanding of how to design and deliver exercise programmes that meet clients' needs and goals.
13. Exercise technique, which explores how to teach clients proper exercise technique and form to minimise the risk of injury.
14. Nutrition, which covers topics related to healthy eating and dietary supplements.
15. Information technology, which explores the use of technology in the fitness industry, such as fitness tracking devices and software applications.
16. Professional practice, which covers topics related to professional standards and ethics in the fitness industry.
17. Communication, which explores how to communicate effectively with clients and other professionals in the fitness industry.
18. Business acumen, which covers the essential business skills required to run a successful Personal Training business, such as financial management, marketing, and sales.



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:

- Fitness Instructor
- Personal Trainer

Grading

Grading for TQH Level 3 Diploma In Fitness Instructing and Personal Training is pass/fail.

Qualification Target Group

learners must be aged 16 and over. It is highly recommended that applicants have some prior experience with gym-based exercises, including free weights. As this course involves physical exertion, individual participation is essential, and a certain level of physical fitness is required.

Additionally, the course includes an element of communication, which includes discussing, presenting, reading, and writing. As such, learners should have basic communication skills at level 2 proficiency.



Progression

TQH Level 3 Diploma In Fitness Instructing and 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 Diploma In Fitness Instructing and 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 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 Diploma In Fitness Instructing and Personal Training

Accreditation Number	610/2944/0
Guided learning hours	402
Total qualification time	660

Unit	Level	GLH	Credits	Portfolio	Practical observation
Anatomy and Physiology for Fitness Professionals	2	39	4	✓	
Promoting a Positive Customer Experience via Professionalism in a Fitness Environment	2	39	4	✓	
Fitness Consultation, Assessment, and Motivation Techniques for Effective Lifestyle Management	2	39	4	✓	✓
Developing and delivering gym-based exercise programmes	2		4	✓	✓
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 nine mandatory units. - Successful completion of all components results in a pass grade.					



Unit 1 - Anatomy and Physiology for Fitness Professionals

Learning Outcome (LO)	Assessment Criteria (AC)
1. Know the structure and function of the circulatory system.	1.1 Identify the anatomical location of the heart. 1.2 Describe the structure and main functions of the heart. 1.3 Identify the pathway of blood through the four chambers of the heart. 1.4 Describe systemic and pulmonary circulation. 1.5 Describe the structure and functions of blood and blood vessels. 1.6 Identify systolic and diastolic blood pressure. 1.7 State standard blood pressure classifications.
2. Know the structure and function of the respiratory system.	2.1 Describe the structure and function of the lungs. 2.2 Identify the main muscles involved in breathing. 2.3 Identify the pathway of air through the respiratory tract. 2.4 Describe gaseous exchange within the lungs and body, including the role of the alveoli.
3. Know the structure and function of the skeletal system.	3.1 Describe the functions of the skeleton. 3.2 Identify the major structures of the axial skeleton. 3.3 Identify the major structures of the appendicular skeleton. 3.4 Identify the different types of bone. 3.5 Describe the structure of long bones. 3.6 Outline the stages of bone growth. 3.7 Describe posture in relation to spinal curves and neutral spine alignment.
4. Know the structure and function of joints within the skeletal system.	4.1 Identify the different types of joints. 4.2 Describe the structure of synovial joints. 4.3 Identify synovial joint types and their range of motion. 4.4 Describe joint movement potential and joint actions.
5. Know anatomical planes of movement and terms of location.	5.1 Describe anatomical terms of location including superior, inferior, anterior, posterior, medial, lateral, proximal, distal, superficial and deep. 5.2 Identify anatomical axes and planes in relation to joint actions and exercise movements.



6. Know the structure and function of the muscular system.	6.1 Identify the three types of muscle tissue and their basic characteristics. 6.2 Describe the structure of skeletal muscle. 6.3 Identify the location of major anterior skeletal muscles. 6.4 Identify the location of major posterior skeletal muscles. 6.5 Describe the structure and function of the pelvic floor muscles. 6.6 Identify different types of muscle action. 6.7 Describe joint actions produced by specific muscle groups. 6.8 Identify skeletal muscle fibre types and their characteristics.
7. Know the life course of the musculoskeletal system.	7.1 Describe musculoskeletal development in young people aged 13–18. 7.2 Describe musculoskeletal changes associated with ageing in adults aged 50+. 7.3 Describe musculoskeletal considerations during ante- and post-natal stages.
8. Know energy systems and their relationship to exercise.	8.1 Describe how carbohydrates, fats and proteins contribute to energy production. 8.2 Identify the three energy systems used during aerobic and anaerobic exercise. 8.3 Describe anabolism, catabolism and excess post-exercise oxygen consumption (EPOC). 8.4 Identify the by-products of the energy systems and their role in muscle fatigue. 8.5 Outline the effects of endurance training on fuel use during exercise.
9. Know the role and function of the nervous system in relation to exercise.	9.1 Describe the structure and functions of the nervous system. 9.2 Describe the basic principles of muscle contraction. 9.3 Describe the all-or-none law and motor unit recruitment. 9.4 Outline how exercise can support neuromuscular connections and motor fitness.
10. Know the structure and function of the digestive system.	10.1 Describe the primary functions of the digestive system. 10.2 Describe the role of enzymes involved in the digestion of carbohydrates, proteins and fats. 10.3 Describe the role of dietary fibre in maintaining gut function. 10.4 Outline the role of the liver in digestion. 10.5 Outline the role of the pancreas in digestion. 10.6 Describe the timescale of digestion processes. 10.7 State the importance of fluid within digestion.



11. Know the physiological effects of exercise.	11.1 Identify short- and long-term effects of exercise on the circulatory system. 11.2 Identify short- and long-term effects of exercise on the respiratory system. 11.3 Identify short- and long-term effects of exercise on the skeletal system. 11.4 Identify short- and long-term effects of exercise on joints. 11.5 Identify short- and long-term effects of exercise on the muscular system. 11.6 Identify factors influencing the energy systems used during exercise including intensity, duration and fitness level. 11.7 Identify short- and long-term effects of exercise on the nervous system. 11.8 Identify short- and long-term effects of exercise on the digestive system.
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Unit 2 - Promoting a Positive Customer Experience via Professionalism in a Fitness Environment

1. Understand customer needs within a fitness environment	1.1 Identify the local demographics of their organisations customers and how this affects the products and services offered. 1.2 Describe customer expectations and aspirations within the fitness facility environment. 1.3 Describe how to build social support and inclusion within the fitness facility environment. 1.4 Describe how to obtain feedback to support membership retention.
2. Understand customer service within a fitness environment	2.1 Identify products and offerings within a fitness environment. 2.2 Describe a typical customer journey in a fitness facility environment. 2.3 Describe how fitness professionals should present themselves. 2.4 Explain the importance of customer retention and how to influence customer retention.
3. Understand customer engagement within a fitness environment	3.1 Describe different methods to engage with customers, e.g. face-to-face, telephone, written (letters, email, posters), social media, and digital technology. 3.2 Describe different types of conflicts and how to manage them. 3.3 Outline different methods to build rapport in order to maximise the customer experience. 3.4 Describe how to support the safe and enjoyable use of the fitness facility. 3.5 Describe the importance of "walking the gym floor." 3.6 Describe the importance of being accessible and approachable to clients. 3.7 Explain what touchpoints are in relation to a fitness environment.
4. Understand customer communication within a fitness environment	4.1 Describe different communication techniques and how to use them: observation/non-verbal techniques/body language, open/closed questioning, and active listening. 4.2 Explain how to adapt communication methods to meet the needs of customers from differing backgrounds, cultures, experience, etc.



5. Understand customer feedback within a fitness environment	5.1 Describe different methods to obtain customer feedback and channels of recording and reporting in line with organisational procedures. 5.2 Describe the feedback cycle and the impact of their role on the customer experience.
6. Understand routine maintenance and cleaning within a gym environment	6.1 Identify a range of cleaning equipment and substances suitable for cleaning a fitness environment. 6.2 Explain personal protective equipment's role in a fitness environment. 6.3 Outline the cleaning routines and organisational standards relevant to the gym environment. 6.4 Describe how to maintain the safety of themselves and others.
7. Understand health and safety within a fitness environment	7.1 Describe how to adhere to the manufacturer's guidelines. 7.2 Explain control of substances hazardous to health (COSHH). 7.3 Describe how electrical safety is important in a fitness environment. 7.4 Describe the security and safe storage of equipment.
8. Understand risk in a fitness environment	8.1 Identify the personal protective equipment used in a fitness environment. 8.2 Describe how a risk assessment is conducted in a fitness environment. 8.3 Outline the steps involved in creating an emergency action plan for a fitness environment.
9. Understand conduct and ethics for the fitness professional	9.1 Explain how to conduct oneself and portray a professional image. 9.2 Explain the roles and responsibilities of self and others involved in the program, including the client and other staff/professionals. 9.3 Identify relevant industry codes of professional conduct/ethics related to your own role.
10. Understand how National guidelines, legislation, and organisational procedures apply within the leisure sector	10.1 Describe data protection measures that must be taken within a fitness environment. 10.2 Explain the importance of client confidentiality within a fitness environment. 10.3 Outline situations that may give rise to a conflict of interest within a fitness environment. 10.4 Describe the disclosure and barring service (DBS) and its relevance to fitness professionals in a fitness environment. 10.5 Explain the importance of safeguarding children and vulnerable adults within a fitness environment. 10.6 Describe the principles of equality and diversity and how



	they apply in a fitness environment. 10.7 Explain the importance of personal liability insurance for fitness professionals working in a fitness environment. 10.8 List the types of substances that are hazardous to health in a fitness environment and describe measures to control their use. 10.9 Outline the reporting requirements for injuries, diseases, and dangerous occurrences within a fitness environment. 10.10 Explain the importance of electricity at work regulations within a fitness environment. 10.11 Describe the first aid regulations that apply within a fitness environment. 10.12 Explain a fitness professional's own role and responsibilities in a fitness environment. 10.13 Outline some normal operating procedures (NOPs) that should be followed within a fitness environment.
11. Understand the professional and personal importance of continuing professional development (CPD)	11.1 Explain the importance of accessing regular relevant CPD activities. 11.2 Outline how to access relevant industry-recognised CPD. 11.3 List and describe ways to keep up to date with industry trends. 11.4 Describe how to work within the boundaries of your own professional knowledge and competence based on qualifications and experience. 11.5 Explain the significance of possessing a qualification mapping to the relevant CIMSPA professional standard(s) when programming exercise for children and young people. 11.6 Outline the steps involved in completing self-reflection/evaluation to aid personal development. 11.7 Identify relevant legislation/policy and guidelines relating to CPD.
12. Understand how to develop business acumen in the leisure sector	12.1 Explain the importance of financial planning for fitness professionals. 12.2 Describe how to create a profit and loss statement and track taxes and insurance payments. 12.3 List common expenses that a fitness professional should plan for, such as national insurance and music license fees. 12.4 Outline how to support secondary spending within the fitness environment. 12.5 Explain the impact of digital media on the fitness industry. 12.6 Describe how to create a digital plan to promote a fitness business. 12.7 List social media platforms and their impact on the fitness



	industry. 12.8 Outline the steps to create a professional social media/digital profile.
Assessment method	Portfolio of evidence



Unit 3 - Fitness Consultation, Assessment, and Motivation Techniques for Effective Lifestyle Management

Learning Outcome (LO)	Assessment Criteria (AC)
1. Analyse the internal impact of the client consultation process within the fitness environment.	1.1 Analyse the significance of the consultation process within the customer journey. 1.2 Evaluate the importance of educating clients about professional role boundaries and limitations when providing support. 1.3 Explain the range of activities, services and classes available within the fitness environment and how clients can access further information. 1.4 Analyse how programme planning should be adapted to accommodate different demographics, fitness levels and client goals. 1.5 Explain the importance of data protection and client confidentiality during consultations. 1.6 Evaluate the organisation's customer charter or service promise and its role in shaping client expectations. 1.7 Analyse how products, systems and technology (e.g. booking platforms and apps) enhance the customer experience.
2. Analyse risk stratification and referral protocols for fitness professionals.	2.1 Explain the purpose and importance of pre-exercise health screening. 2.2 Explain the process and importance of obtaining informed consent from clients. 2.3 Evaluate absolute and relative contraindications relevant to exercise participation. 2.4 Analyse risk stratification models used to assess client risk, including the ACSM model and Morgan-Irwin model. 2.5 Explain the procedures for referring clients to appropriate medical professionals. 2.6 Analyse how to determine when to refer, signpost or take appropriate action based on a client's risk level.
3. Analyse the client assessment and review process.	3.1 Explain how lifestyle questionnaires can be used to gather relevant information to support programme planning. 3.2 Evaluate the selection of appropriate assessments based on client needs, organisational expectations and assessment conditions.
4. Analyse how to carry out an effective client induction.	4.1 Explain relevant policies and procedures within the gym environment and their relationship to professional responsibilities. 4.2 Analyse the purpose and structure of a facility walk-through including the gym floor, studios, cardio and resistance equipment.



	4.3 Evaluate strategies for adapting inductions to meet the needs of individuals and small groups to maximise engagement and understanding.
5. Analyse the importance of maintaining a healthy lifestyle.	5.1 Explain the components of a healthy lifestyle and factors influencing health and wellbeing. 5.2 Interpret UK physical activity guidelines for different age groups and explain the dose-response relationship. 5.3 Explain nationally recognised healthy eating recommendations. 5.4 Evaluate methods for identifying credible and evidence-based health and wellbeing information. 5.5 Analyse the health and wellbeing benefits associated with regular physical activity and exercise. 5.6 Evaluate how healthy lifestyle advice can be adapted for individual clients. 5.7 Explain effective strategies for communicating health benefits of exercise to clients. 5.8 Analyse how technological advancements can support motivation, engagement and increased physical activity participation.
6. Analyse the prevention and management of common health conditions through exercise.	6.1 Evaluate how technology can support participation, motivation and physical activity engagement. 6.2 Explain professional roles and scope of practice in relation to other health specialists when providing guidance. 6.3 Analyse how physical activity contributes to the prevention and management of health conditions including chronic disease, coronary heart disease, stroke, type 2 diabetes, cancer, obesity, mental health conditions and musculoskeletal disorders. 6.4 Interpret the prevalence and health implications of these conditions within the UK population. 6.5 Differentiate between relevant health and exercise professionals to whom clients may be referred or signposted beyond the fitness professional's scope of practice.
7. Analyse behaviour change strategies and exercise adherence.	7.1 Explain behaviour change techniques used to support lifestyle change. 7.2 Analyse barriers that may affect exercise participation and adherence. 7.3 Explain the stages of change within the transtheoretical model. 7.4 Differentiate between intrinsic and extrinsic motivation in relation to exercise adherence. 7.5 Evaluate strategies used to encourage long-term adherence to exercise programmes.



8. Be able to conduct consultations, assessments and gym inductions.	8.1 Conduct appropriate assessments relevant to the general population. 8.2 Apply a validated health screening questionnaire to identify potential risks. 8.3 Assess client readiness to exercise and determine the need for referral or signposting. 8.4 Demonstrate effective rapport-building skills with clients. 8.5 Demonstrate empathy when supporting clients. 8.6 Provide positive, motivating and relevant feedback to support client progress. 8.7 Demonstrate professional accountability for client safety and development. 8.8 Apply effective communication strategies to identify client needs and support the customer experience. 8.9 Apply instructional techniques appropriate to the client's stage of behaviour change. 8.10 Explain how wearable technology can support safe and effective gym-based exercise.
9. Be able to create a motivational exercise environment.	9.1 Create a positive and supportive environment that encourages participation and adherence to exercise. 9.2 Support clients in recognising and developing intrinsic and extrinsic motivation to exercise.
10. Be able to act as a health promotion ambassador.	10.1 Provide credible guidance within professional boundaries to encourage healthy lifestyle behaviours. 10.2 Demonstrate positive health behaviours and professional conduct when promoting the fitness industry.
Assessment method	Portfolio of evidence Practical observation



Unit 4 - Developing and delivering gym-based exercise programmes

1. Understand the components of fitness and the effects of exercise	1.1 Describe the components of fitness, both health-related and skill-related. 1.2 Explain the importance of evidence-based practice in the field of fitness and exercise. 1.3 Outline the key steps involved in conducting a comprehensive fitness assessment for a new client. 1.4 List different research methods used to investigate physical activity and health. 1.5 Explain the FITT principles of fitness and training, including how they relate to exercise prescription. 1.6 List adaptations, modifications, and progressions that can be made for each component of the FITT principles (frequency, intensity, time, and type). 1.7 Describe the implications of the principles of fitness in programme design. a. specificity b. progressive overload c. reversibility d. adaptability e. individuality f. recovery time 1.8 Describe the differences between programming exercise for physical fitness and for health benefits.
2. Understand how to monitor and review gym-based exercise programmes	2.1 Explain the reasons for temporary deferral of exercise and identify situations where a client should be advised to temporarily avoid exercise. 2.2 Describe the importance of verbal screening when conducting fitness assessments and outline the key elements that should be included in a verbal screening questionnaire. 2.3 Compare 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. 2.4 Evaluate different methods of evaluating how well gym-based exercise programmes are meeting client needs, and recommend an appropriate method for a given client. 2.5 Recognise when to proactively engage with clients and when not to, and suggest appropriate timing and communication strategies to avoid disrupting training and focus.



3. Be able to plan a safe and effective gym-based exercise session	3.1 Outline the key elements of a safe and effective warm-up and cool-down routine. 3.2 Explain the effects of the speed of movement on posture, alignment, and intensity during exercise. 3.3 Implement the applicable recognised national and international guidelines for developing the different components of fitness to include cardiovascular fitness, muscular strength and endurance, and flexibility. 3.4 Describe how different learning styles, goals, needs, likes/dislikes, etc., should be reflected in the planning of an exercise programme for a client. 3.5 Recognise the full range of available equipment and explain how to select the most appropriate exercise/exercise modes to meet a client's needs and goals. 3.6 List alternative activities or exercises that could be included in a fitness programme to accommodate clients with injuries, disabilities, or other limitations. 3.7 Explain the difference between adaptations, progressions, and regressions for exercises, and describe how each can be used to modify a fitness programme to suit a client's needs and abilities. 3.8 Plan a gym-based exercise programme for a given client, outlining specific exercises and sets/reps, and ensuring that all components of fitness are covered to meet their stated physiological goals. 3.9 List fixed weight, free weight, and body weight resistance exercises that target the major muscles/muscle groups. 3.10 Explain the importance of muscle balance when planning exercise programmes and describe how to ensure that all muscle groups are adequately targeted and balanced. 3.11 Outline the key considerations when programming exercises to develop cardiovascular fitness, muscular fitness, flexibility, and functional skills/abilities. 3.12 Describe how to minimise any risks relevant to a given exercise programme and identify potential hazards or concerns. 3.13 Suggest realistic timings and sequences for sessions to maximise effectiveness and minimise fatigue or injury.
4. Be able to plan gym-based exercise programmes	4.1 Apply knowledge to the planning of safe and effective gym-based exercise programmes for a range of clients within the scope of practice, using appropriate equipment and methods.



5. Be able to deliver a safe and effective gym-based exercise programme	5.1 Apply appropriate instructional methods, techniques, and communication skills to support clients at various stages of changing their exercise behaviour. 5.2 Provide support and motivation to clients, helping them achieve their goals through effective guidance. 5.3 Conduct verbal screening to determine clients' readiness to participate in exercise programmes. 5.4 Instruct a safe and effective warm-up, demonstrating and ensuring that all clients can perform it correctly. 5.5 Explain how to safely perform the cardiovascular component of an exercise programme, taking into account individual client needs and abilities. 5.6 Demonstrate how to perform the muscular fitness/resistance training component of an exercise programme safely and effectively, providing adaptations and modifications as necessary. 5.7 Demonstrate safe and effective functional training exercises, ensuring that clients use the correct technique and form. 5.8 Demonstrate how to provide clear and concise instructions for using equipment in a way that is both safe and effective, while also taking into account the different learning styles of individual clients. 5.9 Instruct clients through a cool-down and flexibility component of an exercise programme in a way that is both safe and effective. 5.10 Describe the appropriate health and safety considerations to clients, ensuring they understand how to exercise safely and prevent injuries. 5.11 Monitor clients' exercise intensity to ensure it is appropriate for their fitness level and goals. 5.12 Adopt appropriate positions to observe clients and respond to their needs. 5.13 Analyse a client's exercise technique and provide constructive feedback on ways to improve their performance. 5.14 Modify exercises to accommodate the unique needs of clients, while ensuring that they remain safe and effective. 5.15 Respond accurately and promptly to client questions and concerns, providing helpful feedback and guidance as needed.
6. Be able to reflect and appraise your own performance	6.1 Appraise your own performance in relation to the session. 6.2 Appraise participants' performance in relation to the session.
Assessment method	Portfolio of evidence Practical observation



Unit 5 - Applied anatomy and physiology for exercise, health, and fitness

Learning Outcome (LO)	Assessment Criteria (AC)
1. Analyse the role of exercise in supporting posture and bone health.	1.1 Explain how the skeletal system protects internal organs from injury. 1.2 Classify the different shapes of bones and provide examples of each. 1.3 Analyse the structure and function of the vertebral column. 1.4 Explain the stages of bone growth and bone remodelling, including the roles of osteoblasts and osteoclasts. 1.5 Analyse the effects of ageing on bone density and skeletal structure. 1.6 Explain the production and functions of red and white blood cells. 1.7 Analyse the roles of osteoblasts, osteoclasts, hormones, body weight, calcium and vitamin D in maintaining bone density. 1.8 Compare weight-bearing and non-weight-bearing exercise and their relevance to bone health.
2. Analyse joint structure and joint actions in relation to exercise.	2.1 Classify the three main joint types: fibrous, cartilaginous and synovial. 2.2 Analyse joint movement potential and joint actions during major exercises. 2.3 Explain the relationship between anatomical axes, planes of movement and joint actions during exercise.
3. Analyse postural control and core stability in relation to movement and exercise.	3.1 Analyse the structure and function of spinal stabilising ligaments and muscles. 3.2 Explain local muscle adaptations associated with poor spinal stabilisation. 3.3 Differentiate between static and dynamic posture control. 3.4 Analyse the impact of abdominal adiposity and poor posture on movement efficiency. 3.5 Evaluate potential movement problems associated with postural deviations. 3.6 Analyse common muscle imbalance patterns including Upper Crossed Syndrome, Lower Crossed Syndrome and Pronation Distortion Syndrome. 3.7 Evaluate the benefits and risks associated with core stabilisation exercises. 3.8 Compare different stretching methods including static, dynamic and proprioceptive neuromuscular facilitation (PNF).



4. Analyse muscular function and biomechanical principles in relation to exercise.	4.1 Explain the principles of muscle contraction using the sliding filament theory. 4.2 Analyse the effects of different types of exercise on muscle fibre types. 4.3 Identify and locate attachment sites of the major muscles of the body. 4.4 Analyse joint actions produced by specific muscle group contractions. 4.5 Explain the structure and function of the pelvic girdle and associated muscles and ligaments. 4.6 Analyse the effects of levers, gravity and resistance on movement during exercise. 4.7 Explain delayed onset muscle soreness (DOMS), including causes, symptoms and prevention strategies.
5. Analyse the structure and function of the cardiovascular system in relation to exercise and health.	5.1 Explain the function of heart valves in regulating blood flow. 5.2 Analyse coronary circulation and the role of coronary arteries in supplying oxygen to cardiac muscle. 5.3 Explain how disease processes affect blood vessel structure and function, including atherosclerosis and hypertension. 5.4 Analyse the stages involved in the development of atherosclerosis. 5.5 Evaluate the short- and long-term effects of exercise on blood pressure. 5.6 Explain the Valsalva effect and its influence on blood pressure. 5.7 Analyse the cardiovascular benefits and risks associated with endurance training. 5.8 Interpret blood pressure classifications and associated health risks.
6. Analyse the nervous system in relation to exercise and movement.	6.1 Explain the structure and functions of the central and peripheral nervous systems. 6.2 Analyse nervous impulse transmission including action potentials, synaptic transmission and neurotransmitters. 6.3 Explain the structure and function of neurons and the role of glial cells. 6.4 Analyse the role of motor units in muscle contraction. 6.5 Explain motor unit recruitment and its significance for force production. 6.6 Analyse the stretch reflex and inverse stretch reflex and their role in regulating muscle tension. 6.7 Explain the function of muscle spindles in proprioception and muscle stretch responses. 6.8 Explain the role of Golgi tendon organs in regulating muscle tension. 6.9 Analyse the concepts of autogenic inhibition and reciprocal inhibition during movement and stretching.



7. Analyse the endocrine system in relation to exercise and health.	7.1 Explain the functions of the endocrine system and hormonal regulation of body processes. 7.2 Identify the major endocrine glands and analyse their functions. 7.3 Explain the role of key hormones including insulin, glucagon, thyroid hormones, cortisol, testosterone, oestrogen, progesterone, growth hormone and prolactin. 7.4 Analyse the signs and symptoms associated with overtraining. 7.5 Explain the stages of the General Adaptation Syndrome (GAS) and their relationship to training stress.
8. Analyse energy systems and their relationship to exercise performance.	8.1 Explain the factors influencing the predominant energy system used during exercise. 8.2 Analyse how energy system contribution varies according to exercise duration, type and intensity.
Assessment method	Assessment method Portfolio of evidence



Unit 6 - Nutritional Concepts for Health and Fitness Professionals

Learning Outcome (LO)	Assessment Criteria (AC)
1. Analyse how credible nutrition information can be accessed for exercise and health.	1.1 Analyse the roles of professionals and professional bodies involved in providing nutrition guidance. 1.2 Differentiate between evidence-based nutritional knowledge and unsupported marketing claims. 1.3 Evaluate the credibility of different sources of nutrition information used in exercise and health contexts.
2. Interpret key guidelines relating to nutrition.	2.1 Explain key nutritional terminology including diet, wellness/wellbeing, healthy eating, balanced diet, nutrition, nutrient, macronutrient, micronutrient, phytonutrient, health, unhealthy eating and glycaemic index.
3. Analyse the principles of nutrition for health and physical activity.	3.1 Analyse the main food groups and the nutrients they contribute to the diet. 3.2 Interpret the caloric value of nutrients. 3.3 Explain key healthy eating guidance that underpins a balanced diet. 3.4 Evaluate the nutritional principles of the national food model or dietary guide. 3.5 Interpret portion sizes within the context of the national food guide. 3.6 Analyse food labelling and principles of healthy food preparation. 3.7 Explain the glycaemic index rating system and its relevance to human health. 3.8 Analyse the role of water in the body and the importance of hydration for health and performance. 3.9 Evaluate the contribution of phytonutrients to human health. 3.10 Analyse the relationship between nutrition, physical activity, body composition and health risks.



4. Analyse the role of carbohydrates in exercise and health.	4.1 Explain the physiological functions of carbohydrates in the body. 4.2 Differentiate between carbohydrate types including simple carbohydrates, complex carbohydrates and fibre. 4.3 Explain carbohydrate metabolism in the body. 4.4 Identify major dietary sources of carbohydrates. 4.5 Explain carbohydrate terminology including glycogen, glycogenolysis and gluconeogenesis. 4.6 Analyse carbohydrate digestion and absorption processes. 4.7 Evaluate health implications associated with carbohydrate excess and deficiency. 4.8 Interpret carbohydrate intake recommendations based on national guidelines. 4.9 Analyse the role of carbohydrates in exercise performance.
5. Analyse the role of protein in exercise and health.	5.1 Explain the physiological role of protein within the body. 5.2 Explain protein metabolism. 5.3 Identify main food sources of protein. 5.4 Explain protein terminology including amino acids, essential and non-essential amino acids, peptides, complete and incomplete proteins. 5.5 Analyse protein digestion and absorption processes. 5.6 Evaluate health implications associated with protein excess and deficiency. 5.7 Interpret protein intake recommendations according to national guidelines. 5.8 Analyse the role of protein in exercise recovery and performance.
6. Analyse the role of fats in exercise and health.	6.1 Explain the physiological functions of fats in the body. 6.2 Explain fat metabolism. 6.3 Identify major dietary sources of fats. 6.4 Explain fat terminology including saturated fats, unsaturated fats, cholesterol, fatty acids, trans fats, omega-3 and omega-6. 6.5 Analyse fat digestion and absorption processes. 6.6 Evaluate health implications associated with fat excess and deficiency. 6.7 Interpret fat intake recommendations according to national guidelines. 6.8 Analyse the role of fats in physical performance.
7. Analyse the role of vitamins in exercise and health.	7.1 Explain the functions of vitamins within the body. 7.2 Differentiate between fat-soluble and water-soluble vitamins. 7.3 Identify major food sources of vitamins. 7.4 Evaluate health implications of vitamin deficiency and excess.



	7.5 Analyse the role of vitamins in supporting exercise performance.
8. Analyse the role of minerals in exercise and health.	8.1 Explain the functions of minerals in the body. 8.2 Differentiate between macrominerals and trace minerals. 8.3 Identify major dietary sources of minerals. 8.4 Evaluate health implications associated with mineral deficiency and excess. 8.5 Analyse the role of minerals in supporting physical performance.
9. Evaluate how macronutrients fuel and support recovery from physical activity.	9.1 Explain the components of energy expenditure and the energy balance equation. 9.2 Explain terminology relating to weight management including energy balance, TEPA, NEAT, positive and negative energy balance, BMR and TEF. 9.3 Analyse methods used to estimate nutritional requirements and hydration needs. 9.4 Evaluate guidelines for safe and effective fat loss through nutrition and exercise strategies. 9.5 Evaluate guidelines for muscle gain through dietary and training interventions. 9.6 Analyse nutritional strategies for endurance events including pre-event, during-event and post-event nutrition. 9.7 Evaluate the role of protein and vitamin supplementation.
10. Analyse how sensitive nutritional information should be communicated with clients.	10.1 Analyse sensitive issues when collecting nutritional information from clients. 10.2 Explain the importance of confidentiality in handling client information. 10.3 Evaluate methods used to assess body composition and health risks. 10.4 Explain strategies for communicating results sensitively to clients. 10.5 Identify clients who may be at risk of nutritional deficiencies. 10.6 Explain circumstances that require referral to a GP or registered dietitian. 10.7 Analyse the signs and symptoms of disordered eating patterns including anorexia nervosa, bulimia nervosa, binge eating disorder and OSFED.



11. Analyse principles of nutritional goal setting with clients.	11.1 Explain how goal-setting principles can be applied to nutritional guidance. 11.2 Translate nutritional goals into practical healthy eating advice aligned with national guidance. 11.3 Explain when additional individuals should be involved in nutritional goal setting. 11.4 Identify appropriate professionals who may support nutritional goal setting. 11.5 Analyse barriers that may prevent clients from achieving nutritional goals. 11.6 Evaluate motivational strategies that support adherence to healthy eating behaviours. 11.7 Explain the importance of reviewing body composition and relevant health indicators throughout a programme.
12. Be able to collect and evaluate nutritional information to support healthy eating guidance.	12.1 Collect relevant information required to provide guidance on healthy eating. 12.2 Record client details and nutritional objectives using an approved format. 12.3 Analyse dietary habits, preferences and lifestyle factors to determine nutritional needs. 12.4 Develop and agree nutritional goals aligned with best practice and national guidelines. 12.5 Establish appropriate review points with the client. 12.6 Ensure nutritional goals align with other components of the exercise programme. 12.7 Apply basic dietary assessment methods to collect and interpret data.
Assessment method	Portfolio of evidence



Unit 7 - Promoting Health and Wellbeing through Lifestyle Management and Client Motivation

Learning Outcome (LO)	Assessment Criteria (AC)
1. Analyse factors that influence lifestyle and wellbeing.	1.1 Analyse components of a healthy lifestyle including smoking, alcohol consumption, nutrition, physical activity levels and preferences, weight management, rest and relaxation. 1.2 Explain the effects of stress, including signs, symptoms and management strategies. 1.3 Analyse how work patterns, personal circumstances and posture influence health and wellbeing.
2. Analyse psychological factors influencing behaviour change.	2.1 Differentiate between intrinsic and extrinsic motivation in relation to behaviour change. 2.2 Explain how social support can influence behaviour change. 2.3 Analyse how peer pressure may influence lifestyle behaviours. 2.4 Evaluate motives and barriers to change including perceived and actual barriers and reinforcement strategies. 2.5 Analyse the impact of self-efficacy on behaviour change. 2.6 Evaluate the role of psychological questionnaires in supporting behaviour change.
3. Analyse strategies used to encourage long-term adherence to positive lifestyle practices.	3.1 Explain the transtheoretical model of behaviour change and its application in exercise settings. 3.2 Analyse the stages of change in relation to client behaviour. 3.3 Explain how motivational interviewing can support lifestyle change. 3.4 Analyse the relapse prevention cognitive-behavioural approach and its relevance to exercise adherence.
4. Analyse health conditions and medically controlled diseases relevant to exercise.	4.1 Analyse health conditions and medically controlled diseases including obesity, osteoporosis, mental health conditions, back pain, hypertension, angina, coronary heart disease, pre-diabetes, diabetes, arthritis, stroke, cancer, asthma, COPD, chronic fatigue and eating disorders. 4.2 Interpret the potential implications of these conditions for exercise participation.



5. Analyse health screening and risk stratification procedures.	5.1 Explain the purpose of pre-exercise health screening. 5.2 Explain the process of obtaining informed consent from a client. 5.3 Differentiate between absolute and relative contraindications to exercise. 5.4 Analyse risk stratification models used in fitness settings including ACSM and Morgan-Irwin. 5.5 Explain procedures for referring clients to medical professionals where appropriate. 5.6 Analyse the decision-making process when determining whether to refer, signpost or proceed with exercise based on client risk level.
6. Analyse health promotion practices within a fitness environment.	6.1 Identify reputable sources of evidence-based health and wellbeing information for client signposting. 6.2 Interpret UK Chief Medical Officer physical activity guidelines for different population groups. 6.3 Analyse the roles and scope of practice of relevant professionals including personal trainers, doctors, physiologists, physiotherapists, occupational therapists, strength and conditioning coaches, dietitians and exercise referral instructors. 6.4 Explain appropriate procedures for liaising with other professionals when encountering unfamiliar medical conditions.
7. Be able to assess a client's readiness to change behaviour.	7.1 Apply appropriate strategies to identify a client's stage of change and readiness to adopt healthier behaviours.
8. Be able to create a positive and motivating environment that supports exercise adherence.	8.1 Clarify professional roles and responsibilities within the exercise programme. 8.2 Apply evidence-based motivational strategies to create a supportive and empowering exercise environment. 8.3 Integrate appropriate motivational techniques to encourage long-term exercise adherence. 8.4 Identify barriers to exercise participation and apply strategies to overcome them.
9. Be able to set goals and support client progress.	9.1 Develop SMART goals aligned with a client's needs, motivations and preferences. 9.2 Monitor and evaluate client progress and adapt goals accordingly. 9.3 Apply strategies to maintain client engagement between sessions using appropriate communication methods.



10. Be able to conduct health screening and risk stratification.

- 10.1 Apply recognised health screening and risk stratification methods to assess a client's readiness for exercise.
- 10.2 Determine when signposting or referral to specialist exercise or medical professionals is required.
- 10.3 Provide guidance within scope of practice to support positive lifestyle choices.



Unit 8 - 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 systems 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 clients on the 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 clients 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 programmes 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 clients based on review (timely, positive, relevant to goals etc). 14.5 Seek and receive information from other relevant professionals concerning the client where indicated if required.
Assessment method	Portfolio of evidence Practical observation



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Unit 9 - Professionalism and Business Awareness for Fitness Professionals

1. Understand how to conduct oneself in 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 connecting 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 behavior. 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 finances 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