

1st4sport Level 3 Diploma in Fitness Instructing and Personal Training

Qualification Specification



About Us

Welcome to 1st4sport, established in 2000, 1st4sport are an industry specialist recognised awarding organisation regulated in England by the Office of the Qualifications and Examinations Regulator (Ofqual), in Wales by Qualifications Wales, and in Northern Ireland by the Council for the Curriculum, Examination and Assessment (CCEA) Regulation.

Serving the needs of the sport, physical activity and active leisure industry; our niche status is emphasised through our accomplished people, network of esteemed industry partnerships and our culture of excellence. We have an outstanding reputation; evidenced through the loyalty we receive from our trusted partners, recognised centres and most importantly our learners.

We have a proven track record; offering of valid, value-added, educational solutions and services and outstanding customer care. Our offer includes sector specific qualifications and pathways, and a range of relevant high-performing educational services; underpinned by leading digital solutions. The majority of these are developed and deployed in partnership with governing bodies of sport and other sector specific professional organisations. More than any other awarding organisation, our knowledge of the industry and our continuous cross-sector network enables us to understand the direction of our sector.

Our involvement in shaping our sector has been significant and we continue to be the awarding organisation that partner and representative organisations turn to for guidance on the direction of travel, as appropriate to the needs of our partners, centres, industry employers and learners.

Our Mission: To deliver excellent educational solutions and value-added services to sport, physical activity and the active leisure industry.

Our Direction: We aim to support the ongoing professionalisation of our industry; supporting employment, growth, sustainability and success. We embrace performance, participation and health agendas. Our objective is to continue to support our respected partners, providers and learners.

Qualification Specification

Title:	1st4sport Level 3 Diploma in Fitness Instructing and Personal Training
Qualification Overview:	Prepares learners with the skills and knowledge to work as a fitness instructor and personal trainer.
Qualification Code:	L3DFIPT
Qualification Regulation Number:	603/4725/9
Guided Learning Hours (GLH):	349
Total Qualification Time (TQT):	520
Credit Value (if applicable):	Not applicable
Operational Start Date:	01/07/2019
Qualification Review Date:	31/12/2025
Learner Registration Period:	3 years
Qualification Objective:	This qualification qualifies learners to work as a personal trainer or fitness instructor.
Qualification Purpose:	Prepare for employment in a specific occupational area.

Who is this qualification for?

This qualification is for learners who wish to become fitness instructors and personal trainers. This qualification can lead to employment or self-employment as a personal trainer or promotion to the role of a personal trainer for a fitness instructor already in employment.

Qualification Progression

Learners could progress to other related 1st4sport qualifications, for example:

- 1st4sport Level 3 Certificate in Coaching Strength and Conditioning for Sport
- 1st4sport Level 3 Certificate in Supporting the Delivery of Physical Education and School Sport
- 1st4sport Level 3 NVQ Diploma in Personal Training

Achievement of this qualification would also allow learners to progress onto higher level qualifications within the fitness industry that focus on specific participant conditions including managing lower back pain, managing obese and diabetic clients and working with individuals with mental health conditions

This qualification may lead to permanent employment as a Personal Trainer. Learners who complete this qualification are eligible to join the Register of Exercise Professionals (REPs) as a Level 3 member.

Entry Requirements

Learners must be a minimum of 16 years old at registration and 16 years old at certification.

Pre-requisite(s) or other entry requirements

The recognised centre is required to conduct an initial assessment of learners to ensure that pre-requisites to registration and certification and any barriers that may disadvantage a learner under the Equality Act 2010 are considered and outcomes recorded during the application process.

Prior to registration learners are required to:

- be accurately identified
- be at least 16 years of age
- be able to undertake this assessment in English or Welsh (if available)

Assessment Methods

The assessment methods used in this qualification are:

- Coursework (in 10 of 10 mandatory units),
- Multiple Choice Examination (in 3 of 10 mandatory units),
- Practical Demonstration/Assignment (in 9 of 10 mandatory units)

Reasonable adjustments can be applied to these assessments in line with 1st4sport Policy Statement: Access Arrangements.

Grading Methods

This qualification will be graded Pass / Fail.

Qualification Structure

Learners must successfully complete all mandatory units to achieve this qualification.

Mandatory Units

Unit ID	Unit Title	GLH
H/600/9013	Anatomy and physiology for exercise	41
T/600/9016	Health, safety and welfare in a fitness environment	16
A/600/9017	Principles of exercise, fitness and health	28
M/600/9015	Know how to support clients who take part in exercise and physical activity	13
F/600/9018	Planning gym-based exercise	23
A/600/9020	Instructing gym-based exercise	37
A/600/9051	Anatomy and physiology for exercise and health	43
H/507/8127	Apply nutrition to sport and physical activity	90
J/600/9053	Delivering personal training sessions	58
F/600/9052	Programming personal training with clients	47

Optional Units

There are no optional units in this qualification

Pathway Units (where applicable)

There are no pathway units in this qualification

Unit Title	Anatomy and physiology for exercise
Unit Aim	This unit covers the knowledge an instructor needs about anatomy and physiology relating to exercise programming for apparently healthy adults of all ages.
Unique Unit Number	H/600/9013
Unit Assessment Method(s)	<ul style="list-style-type: none"> - Coursework - Multiple Choice Examination - Practical Demonstration/Assignment
Assessment Specification	This unit will be assessed via a multiple-choice examination paper.

Learning Outcome: 1. Understand the structure and function of the circulatory system

Assessment Criteria	Indicative Delivery Content
The learner can:	
1.1 Identify the location of the heart	
1.2 Describe the function of the heart	
1.3 Describe the structure of the heart	
1.4 Describe how blood moves through the four chambers of the heart 1.5	
1.5 Describe systemic and pulmonary circulation	
1.6 Describe the structure and functions of blood vessels	
1.7 Define blood pressure	
1.8 Identify blood pressure classifications	

Learning Outcome: 2. Understand the structure and function of the respiratory system

Assessment Criteria	Indicative Delivery Content
The learner can:	
2.1 Identify the location of the lungs	
2.2 Describe the function of the lungs	
2.3 Describe the structure of the lungs	
2.4 Identify the main muscles involved in breathing	
2.5 Describe the passage of air through the respiratory tract 2.6	
2.6 Describe the process of gaseous exchange of oxygen and carbon dioxide in the lungs	

Learning Outcome: 3. Understand the structure and function of the skeleton

Assessment Criteria	Indicative Delivery Content
The learner can:	
3.1 Describe the basic functions of the skeleton	
3.2 Identify the structures of the axial skeleton	
3.3 Identify the structures of the appendicular skeleton 3.4	
3.4 Explain the classification of bones	
3.5 Explain the structure of long bone	
3.6 Explain the stages of bone growth	
3.7 Describe posture in terms of: <ul style="list-style-type: none"> • curves of the spine • Postural deviations • neutral spine alignment • potential ranges of motion of the spine • postural deviations to include kyphosis, lordosis, scoliosis and the effect of pregnancy 	

Learning Outcome: 4. Understand joints in the skeleton

Assessment Criteria	Indicative Delivery Content
The learner can:	
4.1 Describe the classification of joints	
4.2 Describe the structure of synovial joints	
4.3 Describe the types of synovial joints and their range of motion	
4.4 Describe joint movement potential and joint actions	

Learning Outcome: 5. Understand the muscular system

Assessment Criteria	Indicative Delivery Content
The learner can:	
5.1 Identify the three types of muscle tissue	
5.2 Define the characteristics and functions of the three types of muscle tissue	
5.3 Describe the basic structure of skeletal muscle	
5.4 Name and locate the anterior skeletal muscles	
5.5 Name and locate the posterior skeletal muscles	
5.6 Describe the structure and function of the pelvic floor muscles	
5.7 Describe the different types of muscle action	
5.8 Identify the joint actions brought about by specific muscle group contractions	
5.9 Identify skeletal muscle fibre types and their characteristics	

Learning Outcome: 6. Understand the life-course of the musculoskeletal system and its implications for special populations exercise

Assessment Criteria The learner can:	Indicative Delivery Content
<p>6.1 Describe the life-course of the musculoskeletal system, including relevant tendon, ligament, muscle, joint and bone mineral density changes, and their implications for exercise, plus specific implications for working with:</p> <ul style="list-style-type: none"> • young people in the 14-16 age range • antenatal and postnatal women • older people (50 plus) 	

Learning Outcome: 7. Understand energy systems and their relation to exercise

Assessment Criteria The learner can:	Indicative Delivery Content
7.1 Describe how carbohydrates, fats and proteins are used in the production of energy/adenosine triphosphate	
7.2 Explain the use of the three energy systems during aerobic and anaerobic exercise	

Learning Outcome: 8. Understand the nervous system and its relation to exercise

Assessment Criteria The learner can:	Indicative Delivery Content
8.1 Describe the role and functions of the nervous system 8.2	
8.2 Describe the principles of muscle contraction 8.3	
8.3 Describe the 'all or none law'/motor unit recruitment 8.4	
8.4 Describe how exercise can enhance neuromuscular connections and improve motor fitness	

Learning Outcome: 9. Understand the structure and function of the digestive system

Assessment Criteria	Indicative Delivery Content
The learner can:	
9.1 Describe the function of each section of the alimentary canal (mouth, oesophagus, stomach, small intestine, large intestine)	
9.2 Describe how fats, proteins and carbohydrates are digested and absorbed, and the main enzymes involved	
9.3 Explain the role of dietary fibre in the maintenance of gut function	
9.4 Explain the role of the liver and pancreas in assisting digestion	
9.5 Describe timescales for digestion	
9.6 Explain the importance of fluid in digestion	

Unit Title	Health, safety and welfare in a fitness environment
Unit Aim	This unit covers the knowledge and understanding that instructors need to maintain health, safety and welfare in a fitness environment, including the safeguarding of children and vulnerable adults.
Unique Unit Number	T/600/9016
Unit Assessment Method(s)	- Coursework - Practical Demonstration/Assignment
Assessment Specification	This unit will be assessed through the completion of portfolio-based tasks.

Learning Outcome: 1. Understand emergency procedures in a fitness environment

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

Learning Outcome: 2. Understand health and safety requirements in a fitness environment

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

Learning Outcome: 3. Understand how to control risks in a fitness environment

Assessment Criteria	Indicative Delivery Content
The learner can:	
<p>3.1 Identify possible hazards in a fitness environment, relating to:</p> <ul style="list-style-type: none"> • facilities • equipment • working practices, including lifting and handling of equipment • client behaviour • security • hygiene 	
<p>3.2 Describe how to risk assess the types of possible hazards in a fitness environment i.e COSHH</p>	
<p>3.3 Describe how to control risks associated with hazards in a fitness environment i.e PPE, Manual Handling</p>	
<p>3.4 Identify the appropriate person/position to contact within a fitness organisation when hazards and risks cannot be controlled personally</p>	

Learning Outcome: 4. Understand how to safeguard children and vulnerable adults

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

Unit Title	Principles of exercise, fitness and health
Unit Aim	This unit covers knowledge an instructor needs to programme safe and effective exercise for a range of clients, the health benefits of physical activity and the importance of healthy eating.
Unique Unit Number	A/600/9017
Unit Assessment Method(s)	<ul style="list-style-type: none"> - Coursework - Multiple Choice Examination - Practical Demonstration/Assignment
Assessment Specification	This unit will be assessed via a multiple-choice examination paper.

Learning Outcome: 1. Understand the effects of exercise on the body

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 Describe cardiovascular and respiratory adaptations to endurance/aerobic training	
1.2 Identify the short and long-term effects of exercise on blood pressure	
1.3 Describe the “blood pooling” effect following exercise	
1.4 Describe the effects of exercise on bones and joints including the significance of weight bearing exercise	
1.5 Describe Delayed Onset of Muscle Soreness (DOMS)	
1.6 Identify exercises or techniques likely to cause Delayed Onset of Muscle Soreness (DOMS)	
1.7 Describe the short and long-term effects of different types of exercise on muscle	
1.8 Describe different exercises that can improve posture	

Learning Outcome: 2. Understand the components of fitness

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 Define the components of health-related fitness	
2.2 Define the components of skill related fitness	
2.3 Identify the factors that affect health and skill related fitness	

Learning Outcome: 3. Understand how to apply the principles and variables of fitness to an exercise programme

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 Describe the physiological implications of: <ul style="list-style-type: none"> • specificity • progressive overload • reversibility • adaptability • individuality • recovery time 	
3.2 Explain the principles of Frequency, Intensity, Time and Type (FITT)	
3.3 Explain the principles of a progressive training programme in developing components of fitness	
3.4 Explain how to recognise when and how to regress a training programme	
3.5 Explain the principles of adaptation, modification and progression for each component of Frequency, Intensity, Time and Type (FITT)	
3.6 Describe the effect of speed on posture, alignment and intensity	
3.7 Describe the effect of levers, gravity and resistance on exercise	
3.8 Describe the differences between programming exercise for physical fitness and for health benefits	

Learning Outcome: 4. Understand the Exercise contraindications and key safety guidelines for special populations

Assessment Criteria The learner can:	Indicative Delivery Content
4.1 Describe the exercise contraindications and key safety guidelines for working with older people (50 plus)	
4.2 Describe the exercise contraindications and key safety guidelines for working with antenatal and postnatal clients	
4.3 Describe the exercise contraindications and key safety guidelines for working with young people (14-16)	
4.4 Describe the key safety considerations for working with disabled people	

Learning Outcome: 5. Understand how to safely monitor exercise intensity

Assessment Criteria The learner can:	Indicative Delivery Content
5.1 Describe the benefits and limitations of different methods of monitoring exercise intensity including: <ul style="list-style-type: none"> • the talk test • Rate of Perceived Exertion (RPE) • heart rate monitoring and the use of different heart rate zones 	

Learning Outcome: 6. Understand the health benefits of physical activity

Assessment Criteria	Indicative Delivery Content
The learner can:	
6.1 Describe the health and wellbeing benefits of physical activity	
6.2 Describe the effect of physical activity on the causes of certain diseases including: <ul style="list-style-type: none"> • Coronary Heart Disease • Some cancers • Type 2 Diabetes • Hypertension • Obesity • Osteoporosis 	

Learning Outcome: 7. Understand the importance of healthy eating

Assessment Criteria	Indicative Delivery Content
The learner can:	
7.1 Describe the UK national food model/guide	
7.2 Describe key healthy eating advice that underpins a healthy diet for the UK	
7.3 Explain the importance of adequate hydration	
7.4 Explain professional role boundaries in relation to offering nutritional advice	
7.5 Explain the dietary role of the key nutrients	
7.6 Identify the common dietary sources of the key nutrients	
7.7 Describe the energy balance equation	
7.8 Explain the health risks of poor nutrition	
7.9 Define a nutritionally balanced diet	
7.10 Explain ways a nutritionally balanced diet can support a clients healthy lifestyle	
7.11 Suggest ways to encourage clients to make good food choices	

Unit Title	Know how to support clients who take part in exercise and physical activity
Unit Aim	This unit covers the knowledge an instructor needs to provide ongoing customer service and how to support clients taking part in exercise and physical activity.
Unique Unit Number	M/600/9015
Unit Assessment Method(s)	- Coursework - Practical Demonstration/Assignment
Assessment Specification	This unit will be assessed through the completion of portfolio-based tasks.

Learning Outcome: 1. Understand how to form effective working relationships with clients

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 Explain why it's important to form effective working relationships with clients	
1.2 Explain why it's important to present oneself and the organisation positively to clients	
1.3 Describe how different communication skills can be used to assist clients with motivation	
1.4 Explain the importance of valuing equality and diversity when working with clients	
1.5 Introduction to Archon and its functionalities for working with clients	

Learning Outcome: 2. Understand how to address barriers to exercise/physical activity that clients experience

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

Learning Outcome: 3. Understand how to support clients to adhere to exercise/physical activity

Assessment Criteria	Indicative Delivery Content
The learner can:	
3.1 Explain why it is important for a client to take personal responsibility for their own fitness and motivation	
3.2 Describe how to assist clients to develop their own strategy for motivation and adherence	
3.3 Identify different behaviour change approaches/strategies to encourage adherence to exercise/physical activity	
3.4 Describe how to set short, medium and long term SMART goals	
3.5 Describe how to set and revise short, medium and long term SMART goals	
3.6 Describe how Archon can be used to support clients understanding of their exercise/physical activity targets and aims	

Learning Outcome: 4. Understand how to provide ongoing customer service to clients

Assessment Criteria	Indicative Delivery Content
The learner can:	
4.1 Explain the importance of client care both for the client and the organisation	
4.2 Explain why it is important to deal with clients' needs to their satisfaction	
4.3 Identify where to source relevant and appropriate information to meet clients' needs e.g further products	
4.4 Explain the importance of dealing with any delay in meeting clients' needs timely and effectively	
4.5 Give examples of how to exceed customer expectations, when appropriate	
4.6 Explain the importance of handling client complaints positively following an organisation's procedure	
4.7 Explain how technology/ Archon can be used to provide good customer service	

Unit Title	Planning gym-based exercise
Unit Aim	This unit covers the skills and knowledge required to plan and prepare a gym-based exercise programme with apparently healthy adults - both individuals and groups. This may include young people in the 14-16 age range, provided they are part of a larger adult group.
Unique Unit Number	F/600/9018
Unit Assessment Method(s)	- Coursework - Practical Demonstration/Assignment
Assessment Specification	This unit will be assessed through the completion of portfolio-based tasks.

Learning Outcome: 1. Understand how to collect client information to plan gym-based exercise

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 Explain the process of informed consent	
1.2 Describe different methods to collect client information, including: <ul style="list-style-type: none"> • questionnaire • interview • observation • physical measurements 	
1.3 Describe how to determine which method/s of collecting information are appropriate according to the individual	
1.4 Explain the principles of screening clients prior to gym-based exercise to include the use of the physical activity readiness questionnaire (PARQ)	
1.5 Describe how technologies/ Archon can be used to collect data to support accurate planning	

Learning Outcome: 2. Understand how to use client information to plan gym-based exercise

Assessment Criteria	Indicative Delivery Content
The learner can:	
2.1 Describe the factors, based on client screening, which may affect safe exercise participation	
2.2 Give examples of how client information affects the planning of gym-based exercise	
2.3 Identify the reasons for temporary deferral of exercise	
2.4 Explain the reasons for referring clients to other professionals	

Learning Outcome: 3. Understand how to plan gym-based exercise with clients

Assessment Criteria	Indicative Delivery Content
The learner can:	
3.1 Describe how to plan gym-based exercise to meet the needs of clients with different objectives	
3.2 Explain why it is important to agree goals and objectives for gym-based exercise with clients	
3.3 Identify a range of exercises for individual clients to develop: <ul style="list-style-type: none"> • cardio-vascular fitness (Aerobic/Anaerobic) • muscular fitness • flexibility • motor skills • Functional Movements 	
3.4 Identify a range of cardiovascular and resistance machines, and their uses	
3.5 Describe how to plan gym-based exercise using circuit formats	

Learning Outcome: 4. Be able to collect and use client information to plan a gym-based exercise programme

Assessment Criteria The learner can:	Indicative Delivery Content
4.1 Use appropriate methods to collect information to plan a gym-based programme	
4.2 Check the information is accurate and up-to-date	
4.3 Identify client needs and potential and any possible risks from participation in a gym-based programme	
4.4 explain how to use data gathered to assist with the planning of gym-based exercises	
4.5 Maintain client confidentiality	

Learning Outcome: 5. Be able to plan a safe and effective gym-based exercise programme with clients

Assessment Criteria	Indicative Delivery Content
The learner can:	
5.1 Agree objectives with clients appropriate to: <ul style="list-style-type: none"> • their needs and potential • accepted good practice in the industry • own level of competence 	
5.2 Select gym-based exercises that will help clients to develop: <ul style="list-style-type: none"> • cardiovascular fitness • muscular fitness • flexibility • motor skills 	
5.3 Plan how to minimise any risks relevant to the programme	
5.4 Plan realistic timings and sequences for exercise	
5.5 Record programme plans in an appropriate format	

Unit Title	Instructing gym-based exercise
Unit Aim	This unit covers the skills and knowledge a Gym Instructor needs to instruct and supervise gym-based exercise to apparently healthy adults - both individuals and groups. This may include young people in the 14-16 age range, provided they are part of a larger adult group.
Unique Unit Number	A/600/9020
Unit Assessment Method(s)	- Coursework - Practical Demonstration/Assignment
Assessment Specification	This unit will be assessed through the completion of portfolio-based tasks and practical observation.

Learning Outcome: 1. Understand how to provide gym-based exercise	
Assessment Criteria	Indicative Delivery Content
The learner can:	
1.1 Identify safe and effective alignment for a range of gym-based exercise positions to cover use of: <ul style="list-style-type: none"> • cardio-vascular machines • resistance machines • free weights • body weight 	
1.2 Identify different methods of adapting a gym-based exercise programme to ensure appropriate progression and/or regression	
1.3 Describe how to develop client co-ordination/balance by building exercises/movements up gradually	
1.4 Describe the principles of behaviour management for group inductions	

Learning Outcome: 2. Be able to prepare self and equipment for gym-based exercise

Assessment Criteria The learner can:	Indicative Delivery Content
2.1 Prepare self to supervise gym-based exercise	
2.2 Select equipment for gym-based programmes as appropriate to client needs	
2.3 Prepare and show the environment and equipment as appropriate to client needs	

Learning Outcome: 3. Be able to prepare clients for gym-based exercise

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 Help clients feel welcome and at ease, creating a positive environment	
3.2 Explain the purpose and value of the exercises, including warm-up and cool-down	
3.3 Describe the exercises, including their physical and technical demands	
3.4 Confirm or revise plans with clients as appropriate	
3.5 Advise clients of the facility's emergency procedures	
3.6 Use warm up activities that are safe and effective for the clients	

Learning Outcome: 4. Be able to instruct gym-based exercise

Assessment Criteria The learner can:	Indicative Delivery Content
4.1 Give explanations and demonstrations that are technically correct (with safe and effective alignment of exercise positions)	
4.2 Communicate as appropriate to client needs and the environment	
4.3 Demonstrate the ability to work safely and effectively within a team	

Learning Outcome: 5. Be able to supervise clients undertaking gym-based exercise

Assessment Criteria The learner can:	Indicative Delivery Content
5.1 Adopt appropriate positions to observe clients and respond to their needs	
5.2 Monitor the safety and intensity of exercise	
5.3 Provide feedback and instructing points which are timely, clear and motivational	
5.4 Adapt exercises with suitable progressions and regressions according to client needs & FITT	

Learning Outcome: 6. Be able to supervise clients undertaking gym-based exercise

Assessment Criteria	Indicative Delivery Content
The learner can:	
6.1 Allow sufficient time to end the session according to clients' level of experience	
6.2 Use cool down activities that are safe and effective for the clients	
6.3 Give the clients an accurate summary of feedback on the session	
6.4 Give the clients the opportunity to: <ul style="list-style-type: none"> • reflect on the session • ask questions • provide feedback • identify further needs • Refer clients 	
6.5 Make sure the clients understand how to continue their programme of gym-based exercise without direct supervision	
6.6 Leave the environment in a condition acceptable for future use	

Learning Outcome: 7. Be able to reflect on providing gym-based exercise

Assessment Criteria The learner can:	Indicative Delivery Content
7.1 Review the outcomes of working with clients and client feedback	
7.2 Identify: <ul style="list-style-type: none"> • how well the exercises met client needs • how effective and motivational the relationship with the client was • how well the instructing style matched the clients' needs • areas for development in session delivery 	
7.3 Identify how to continually improve personal practice	
7.4 Explain the value of reflective practice	
7.5 Explain how technology/ Archon can be used to effectively reflect on gym-based exercise	

Learning Outcome: 8. Be able to support clients taking part in gym-based exercise

Assessment Criteria The learner can:	Indicative Delivery Content
8.1 Present a positive image of self, organisation and sector to clients	
8.2 Establish an effective working relationship with clients	
8.3 Communicate with clients in a way that makes them feel valued	
8.4 Use motivational styles appropriate to the client and the exercise format	

Unit Title	Anatomy and physiology for exercise and health
Unit Aim	This unit aims to develop knowlegde of the anatomy and physiology for exercise and health.
Unique Unit Number	A/600/9051
Unit Assessment Method(s)	- Coursework - Multiple Choice Examination - Practical Demonstration/Assignment
Assessment Specification	No additional assessment requirements.

Learning Outcome: 1. Understand the heart and circulatory system and its relation to exercise and health	
Assessment Criteria	Indicative Delivery Content
The learner can:	
1.1 Explain the function of the heart valves	
1.2 Describe coronary circulation	
1.3 Explain the effect of disease processes on the structure and function of blood vessels	
1.4 Explain the short and long term effects of exercise on blood pressure, including the valsalva effect	
1.5 Explain the cardiovascular benefits and risks of endurance/aerobic training	
1.6 Define blood pressure classifications and associated health risks	

Learning Outcome: 2. Understand the musculoskeletal system and its relation to exercise

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

Learning Outcome: 3. Understand postural and core stability

Assessment Criteria	Indicative Delivery Content
The learner can:	
3.1 Describe the structure and function of the stabilising ligaments and muscles of the spine	
3.2 Describe local muscle changes that can take place due to insufficient stabilisation	
3.3 Explain the potential effects of abdominal adiposity and poor posture on movement efficiency	
3.4 Explain the potential problems that can occur as a result of postural deviations	
3.5 Explain the impact of core stabilisation exercise and the potential for injury/aggravation of problems	
3.6 Explain the benefits, risks and applications of the following types of stretching: <ul style="list-style-type: none"> • static (passive and active) • dynamic • proprioceptive Neuromuscular Facilitation 	

Learning Outcome: 4. Understand the nervous system and its relation to exercise

Assessment Criteria	Indicative Delivery Content
The learner can:	
4.1 Describe the specific roles of: <ul style="list-style-type: none"> • the central nervous system (CNS) • the Peripheral Nervous System (PNS) including somatic and autonomic systems 	
4.2 Describe nervous control and transmission of a nervous impulse	
4.3 Describe the structure and function of a neuron	
4.4 Explain the role of a motor unit	
4.5 Explain the process of motor unit recruitment and the significance of a motor unit's size and number of muscle fibres	
4.6 Explain the function of muscle proprioceptors and the stretch reflex	
4.7 Explain reciprocal inhibition and its relevance to exercise	
4.8 Explain the neuromuscular adaptations associated with exercise/training	
4.9 Explain the benefits of improved neuromuscular coordination/efficiency to exercise performance	

Learning Outcome: 5. Understand the endocrine system and its relation to exercise and health

Assessment Criteria	Indicative Delivery Content
The learner can:	
5.1 Describe the functions of the endocrine system	
5.2 Identify the major glands in the endocrine system	
5.3 Explain the function of hormones including: <ul style="list-style-type: none"> • growth hormone • thyroid hormones • corticosteroids • catecholamines • insulin • glucagon 	

Learning Outcome: 6. Understand energy systems and their relation to exercise

Assessment Criteria	Indicative Delivery Content
The learner can:	
6.1 Identify the contribution of energy according to: <ul style="list-style-type: none"> • duration of exercise/activity being performed • type of exercise/activity being performed • intensity of exercise/activity being performed 	
6.2 Identify the by-products of the three energy systems and their significance in muscle fatigue	
6.3 Describe the effect of endurance training/advanced training methods on the use of fuel for exercise	

Unit Title	Apply nutrition to sport and physical activity
Unit Aim	This unit assesses the learner's understanding of the links between nutrition, health, physical activity and performance in sport. Learners will be assessed on the fundamental knowledge of nutrition including healthy diet, dietary requirements of the general population and develop an understanding of the influence of nutrition on sport and physical activity performance levels.
Unique Unit Number	H/507/8127
Unit Assessment Method(s)	Coursework
Assessment Specification	

Learning Outcome: 1. understand the requirements for and the principles of a balanced diet

Assessment Criteria	Indicative Delivery Content
The learner can:	
1.1 Differentiate between key nutritional terms	<ul style="list-style-type: none"> • Diet • Healthy eating • Nutrition • Balanced diet
1.2 Clarify common terminology used in nutrition	<ul style="list-style-type: none"> • UK dietary reference values (DRV) • Recommended daily allowance (RDA) • Recommended daily intake (RDI) • Glycaemic Index
1.3 Explain the nutritional information required when dealing with a variety of individuals	<p>Individuals affected by:</p> <ul style="list-style-type: none"> - Obesity - Diabetes - Eating disorders - Children - Young people - Adults - Pregnancy - Elderly - Food allergies - nuts, celiac, dairy, eggs, fruit - Food intolerances - lactose, wheat, e-numbers
1.4 Compare the main energy systems required for sport and physical activity	<ul style="list-style-type: none"> • ATP-PCR System • Glycolytic System • Oxidative System • Slow glycolysis • Krebs cycle • Electron transport chain • Beta oxidation • Lactic Acid production
1.5 Explain how to obtain energy balance for participation in sport and physical activity	<ul style="list-style-type: none"> • Energy input • Energy output • Resting metabolic rate • Dietary thermogenesis • Physical activity • Basal metabolic requirements • Body composition/somatotype

Learning Outcome: 2. Understand the role of nutrients for participation in sport and physical activity

Assessment Criteria	Indicative Delivery Content
The learner can:	

<p>2.1 Analyse the role of macronutrients</p>	<p>Macronutrients:</p> <ul style="list-style-type: none"> • Why we need carbohydrates, - Carbohydrates are the body's main source of fuel. - Carbohydrates are easily used by the body for energy. - All of the tissues and cells in our body can use glucose for energy. - Carbohydrates are needed for the central nervous system, the kidneys, the brain, the muscles (including the heart) to function properly. - Carbohydrates can be stored in the muscles and liver and later used for energy. - Carbohydrates are important in intestinal health and waste elimination. - Carbohydrates are mainly found in starchy foods (like grain and potatoes), fruits, milk, and yogurt. Other foods like vegetables, beans, nuts, seeds and cottage cheese contain carbohydrates, but in lesser amounts. • Types of Carbohydrates - Simple and Complex - how the body produces energy from carbohydrates - how the body stores carbohydrates • Why do we need protein - Growth (especially important for children, teens, and pregnant women) - Tissue repair - Immune function - Making essential hormones and enzymes - Energy when carbohydrate is not available - Preserving lean muscle mass <ul style="list-style-type: none"> • How the body produces energy from protein • How the body stores protein • Why do we need fat - Normal growth and development - Energy (fat is the most concentrated source of energy) - Absorbing certain vitamins (like vitamins A, D, E, K, and carotenoids) - Providing cushioning for the organs - Maintaining cell membranes - Providing taste, consistency, and stability to foods <ul style="list-style-type: none"> • How the body produces energy from fat • How the body stores fat
<p>2.2 Analyse the role of micronutrients</p>	<ul style="list-style-type: none"> • What are micronutrients - vitamins and minerals • Where can they be found - source • Vitamins, E, C, B, D, B12 • Minerals • Folic acid • Beta-carotene • Calcium • Iron • Immune system • Antioxidants

<p>2.3 Analyse the role of fluid in maintaining hydration levels</p>	<p>Dependent on:</p> <ul style="list-style-type: none"> - Intensity of exercise - Duration of exercise - Temperature and humidity of the environment - Body chemistry - Sweat - Dehydration - Timings and quantities - Electrolytes and sports drinks
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Learning Outcome: 3. Understand the nutrients required and the use of supplements in sport and physical activity

<p>Assessment Criteria The learner can:</p>	<p>Indicative Delivery Content</p>
<p>3.1 Explain the relationship of macronutrients to sport and physical activity</p>	<ul style="list-style-type: none"> • Intensity of the exercise • Duration of the exercise • Fitness level • Pre-exercise diet • Fatigue • Fuelling and timings
<p>3.2 Explain the relationship of micronutrients to sport and physical activity</p>	
<p>3.3 Evaluate the use of legal supplements in order to meet nutritional requirements</p>	<ul style="list-style-type: none"> • Types of supplements • Guidelines for supplement use • Contamination • Side effects

Learning Outcome: 4. Be able to produce nutrition plans in order to assist participation in sport and physical activity

<p>Assessment Criteria The learner can:</p>	<p>Indicative Delivery Content</p>
<p>4.1 Evaluate energy expenditure of different sports and physical activities</p>	<ul style="list-style-type: none"> • Sport/physical activity type • Intensities • Duration
<p>4.2 Develop a plan to improve performance in sport and physical activity</p>	<ul style="list-style-type: none"> • Food types • Timings - pre-during-post • Quantities • Food preparation/method of cooking

Unit Title	Delivering personal training sessions
Unit Aim	This unit enables a learner to be able to deliver personal training sessions.
Unique Unit Number	J/600/9053
Unit Assessment Method(s)	- Coursework - Practical Demonstration/Assignment
Assessment Specification	No additional assessment requirements.

Learning Outcome: 1. Understand how to instruct exercise during personal training sessions

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

Learning Outcome: 2. Understand how to adapt exercise to meet client needs during personal training sessions

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

Learning Outcome: 3. Understand how to review personal training sessions with clients

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

Learning Outcome: 4. Be able to plan and prepare personal training sessions

Assessment Criteria The learner can:	Indicative Delivery Content
4.1 Plan a range of exercises/physical activities to help clients achieve their objectives and goals, covering: <ul style="list-style-type: none"> • cardiovascular fitness • muscular fitness • flexibility • motor skills • core stability 	
4.2 Identify, obtain and prepare the resources needed for planned exercises/physical activities, improvising safely where necessary	
4.3 Adapt their training session to a non-gym environment	Learners are able to adapt their training session to be undertaken in a non-gym environment, ensuring the safety of their clients and consider the external and internal factors, such as weather, resources, safety, clients goals.
4.4 Deliver a personal training session in a non-gym environment	Learners deliver one personal training session or physical activity in a non-gym environment such as a park, or a home, ensuring the required equipment is available, the safety of their client, adhering to health and safety regulations, physical activities are appropriate to the environment, available space and resources and meet their clients individual needs and support their goals.

Learning Outcome: 5. Be able to prepare clients for personal training sessions

Assessment Criteria	Indicative Delivery Content
The learner can:	
5.1 Help clients feel at ease in the exercise environment	
5.2 Explain the planned objectives and exercises/physical activities to clients	
5.3 Explain to clients how objectives and exercises/physical activities support their goals	
5.4 Explain the physical and technical demands of the planned exercises/physical activities to clients	
5.5 Explain to clients how planned exercise/physical activity can be progressed or regressed to meet their goals	
5.6 Assess clients' state of readiness and motivation to take part in the planned exercises/physical activities	
5.7 Negotiate and agree with clients any changes to the planned exercises/physical activities that: <ul style="list-style-type: none"> • meet their goals and preferences • enable them to maintain progress 	
5.8 Record changes to clients plans	

Learning Outcome: 6. Be able to instruct and adapt planned exercises

Assessment Criteria	Indicative Delivery Content
The learner can:	
6.1 Use motivational styles that: <ul style="list-style-type: none"> • are appropriate to the clients • are consistent with accepted good practice 	
6.2 Explain the purpose and value of a warm-up to clients	
6.3 Provide warm-ups appropriate to the clients, planned exercise and the environment	
6.4 Make best use of the environment in which clients are exercising	
6.5 Provide instructions, explanations and demonstrations that are technically correct, safe and effective	
6.6 Adapt verbal and non-verbal communication methods to make sure clients understand what is required	
6.7 Ensure clients can carry out the exercises safely on their own	
6.8 Analyse clients' performance, providing positive reinforcement throughout	
6.9 Correct techniques at appropriate points	
6.10 Progress or regress exercises according to clients' performance	

Learning Outcome: 7. Be able to bring exercise sessions to an end

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

Learning Outcome: 8. Be able to reflect on providing personal training sessions

Assessment Criteria	Indicative Delivery Content
The learner can:	
8.1 Review the outcomes of working with clients including their feedback	
8.2 Identify: <ul style="list-style-type: none"> • how well the sessions met clients' goals • how effective and motivational the relationship with the client was • how well the instructing styles matched the clients' needs 	
8.3 Identify how to improve personal practice	
8.4 Explain the value of reflective practice	
8.5 Identify sources that provide guidance on fitness training techniques to improve personal practice	Sources that provide guidance on fitness training techniques including cardiovascular, resistance and functional exercise to improve personal practice and client experience in the future
8.6 Identify sources that provide industry, legislative and regulatory guidance for personal trainers	Sources that provide industry, legislative and regulatory guidance for personal trainers to improve personal practice and client experience in the future, such as UK Coaching, CIMPSA, UK Government, etc.

Unit Title	Programming personal training with clients
Unit Aim	This unit develops the knowledge of programming personal training with clients.
Unique Unit Number	F/600/9052
Unit Assessment Method(s)	- Coursework - Practical Demonstration/Assignment
Assessment Specification	No additional assessment requirements.

Learning Outcome: 1. Understand how to prepare personal training programmes

Assessment Criteria The learner can:	Indicative Delivery Content
1.1 Describe the range of resources required to deliver a personal training programme, including: <ul style="list-style-type: none"> • environment for the session • portable equipment • fixed equipment 	
1.2 Explain how to work in environments that are not specifically designed for exercise/physical activity	

Learning Outcome: 2. Understand the importance of long term behaviour change for personal training

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

Learning Outcome: 3. Understand the principles of collecting information to plan a personal training programme

Assessment Criteria The learner can:	Indicative Delivery Content
3.1 Explain the principles of informed consent	
3.2 Explain why informed consent should be obtained before collecting information for a personal training programme	
3.3 Summarise the client information that should be collected when designing a personal training programme to include: <ul style="list-style-type: none"> • personal goals • lifestyle • medical history • physical activity history • physical activity likes and dislikes • motivation and barriers to participation • current fitness level • stage of readiness • posture and alignment 	
3.4 Explain how to select the most appropriate methods of collecting client information according to client need	
3.5 Explain the legal and ethical implications of collecting client information, including confidentiality	

Learning Outcome: 4. Understand how to screen clients prior to a personal training programme

Assessment Criteria The learner can:	Indicative Delivery Content
4.1 Explain how to interpret information collected from the client in order to identify client needs and goals	
4.2 Explain how to analyse client responses to the Physical Activity Readiness Questionnaire (PAR-Q)	
4.3 Describe the types of medical conditions that will prevent personal trainers from working with a client unless they have specialist training and qualifications	
4.4 Explain how and when personal trainers should refer clients to another professional	
4.5 Define medical readiness	Medical readiness of a client is when a client has illness, diseases or medical conditions that could prevent them from exercising, or having certain exercises being applied to their fitness programme. A client is medically ready when authorisation from a professional such as GP or doctor is gained, especially for clients who are recovering from an injury.
4.6 Explain when a client is medically ready to exercise	The medical readiness of a client includes but is not limited to a GP, or medical professional advising that a client is medically ready for exercise, or be medically fit to participate in a fitness programme and associated activities.

Learning Outcome: 5. Understand how to identify personal training goals with clients

Assessment Criteria	Indicative Delivery Content
The learner can:	
5.1 Explain how to identify clients' short, medium and long term goals to include: <ul style="list-style-type: none"> • general health and fitness • physiological • psychological • lifestyle • social • functional ability 	
5.2 Identify when personal trainers should involve others, apart from their clients, in goal setting	
5.3 Explain how to use specific, measurable, achievable, realistic and time bound (SMART) objectives in a personal training programme	

Learning Outcome: 6. Understand how to plan a personal training programme with clients

Assessment Criteria	Indicative Delivery Content
The learner can:	
6.1 Identify credible sources of guidelines on programme design and safe exercise	
6.2 Summarise the key principles of designing programmes to achieve short, medium and long term goals, including the order and structure of sessions	
6.3 Describe a range of safe and effective exercises/physical activities to develop: <ul style="list-style-type: none"> • cardiovascular fitness • muscular fitness • flexibility • motor skills • core stability 	
6.4 Explain how to include physical activities as part of the client's lifestyle to complement exercise sessions	
6.5 Explain how to design programmes that can be run in environments not designed specifically for exercise	
6.6 Identify when it might be appropriate to share the programme with other professionals	

Learning Outcome: 7. Understand how to adapt a personal training programme with clients

Assessment Criteria The learner can:	Indicative Delivery Content
7.1 Explain how the principles of training can be used to adapt the programme where: <ul style="list-style-type: none"> goals are not being achieved new goals have been identified 	
7.2 Describe the different training systems and their use in providing variety and in ensuring programmes remain effective	
7.3 Explain why it is important to keep accurate records of changes and the reasons for change	

Learning Outcome: 8. Be able to collect information about clients

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

Learning Outcome: 9. Be able to agree goals with clients

Assessment Criteria	Indicative Delivery Content
The learner can:	
9.1 Work with clients to agree short, medium and long-term goals appropriate to their needs	
9.2 Ensure the goals are: <ul style="list-style-type: none"> • specific, measurable, achievable, realistic and time bound • consistent with industry good practice 	
9.3 Agree with clients their needs and readiness to participate	

Learning Outcome: 10. Be able to plan a personal training programme with clients

Assessment Criteria	Indicative Delivery Content
The learner can:	
10.1 Plan specific outcome measures, stages of achievement and exercises/physical activities that are: <ul style="list-style-type: none"> • appropriate to clients' goals and level of fitness • consistent with accepted good practice 	
10.2 Ensure the components of fitness are built into the programme	
10.3 Apply the principles of training to help clients to achieve short, medium and long term goals	
10.4 Agree the demands of the programme with clients	
10.5 Agree a timetable of sessions with clients	
10.6 Agree appropriate evaluation methods and review dates	
10.7 Identify the resources needed for the programme, including the use of environments not designed for exercise	
10.8 Record plans in a format that will help clients and others involved to implement the programme	
10.9 Agree how to maintain contact with the client between sessions	

Learning Outcome: 11. Be able to manage a personal training programme

Assessment Criteria The learner can:	Indicative Delivery Content
11.1 Monitor effective integration of all programme exercises/physical activities and sessions	
11.2 Provide alternatives to the programmed exercises/physical activities if clients cannot take part as planned	
11.3 Monitor clients' progress using appropriate methods	

Learning Outcome: 12. Be able to review progress with clients

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

Learning Outcome: 13. Be able to adapt a personal training programme with clients

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

Qualification Conditions: Delivery and assessment requirements

To complete the delivery, assessment, and internal quality assurance of the qualification, providers will be required to adhere to the guidance set out in the Recognised Centre Handbook.

The recognised centre is required to ensure that the learners who are unsuccessful in any aspect of assessment are offered two opportunities to re-sit or resubmit the appropriate assessment component within their registration period.

Qualification Approval Conditions: Workforce requirements

In addition to the workforce requirements stated in the Recognised Centre Handbook, the following qualification specific requirements must be met and evidenced.

Tutor(s):

For this qualification, the minimum requirements stated in the centre handbook apply in addition to any further qualification specific requirements stated below

Tutors are required to:

- possess a discipline specific qualification equivalent to the Level 3 Award/Certificate/Diploma in Personal Training NVQ, or equivalent

Tutors must declare any conflict of interest they may have at a centre to allow this to be appropriately managed.

Tutors must attend an induction into the qualification before they can deliver it. It is expected that the recognised centre will provide this training.

Assessor(s):

For this qualification, the minimum requirements stated in the centre handbook apply in addition to any further qualification specific requirements stated below

The recognised centre is required to recruit and deploy a minimum of one qualified and competent Assessor who is required to conduct valid and reliable assessment. In fulfilling their role assessors are required to be able to:

- possess a discipline specific qualification equivalent to the Level 3 Award/Certificate/Diploma in Personal Training NVQ, or equivalent

Assessors must declare any conflict of interest they may have at a centre to allow this to be appropriately managed.

Assessors must attend an induction into the qualification before they can assess it. It is expected that the recognised centre will provide this training.

Internal Verifier(s) and Quality Assurer(s):

For this qualification, the minimum requirements stated in the centre handbook apply in addition to any further qualification specific requirements stated below

Internal quality assurers are required to:

- hold a discipline specific qualification equivalent to the Level 3 Award/Certificate/Diploma in Personal Training, or equivalent

Internal quality assurers are required to declare any conflict of interest they may have at a centre to allow this to be appropriately managed.

Internal quality assurers are also required to attend an induction into the qualification before they can assess it. It is expected that the recognised centre will provide this training.

Additional Qualification Requirements

This qualification is regulated by Ofqual (603/4725/9).

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