

1st4sport Level 3 Certificate in 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

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| Title: | 1st4sport Level 3 Certificate in Personal Training |
| Qualification Overview: | Develops the knowledge, skills and confidence for people to become a personal trainer and deliver safe and effective personal training programmes. This product is awarded 10CPD points with CIMSPA |
| Qualification Code: | L3CPTQ |
| Qualification Regulation Number: | 601/6792/0 |
| Guided Learning Hours (GLH): | 245 |
| Total Qualification Time (TQT): | 360 |
| Credit Value (if applicable): | 36 |
| Operational Start Date: | 01/12/2015 |
| Qualification Review Date: | 31/12/2025 |
| Learner Registration Period: | 3 years |
| Qualification Objective: | This qualification qualifies learners to design, deliver and evaluate safe and effective personal training programmes. |
| Qualification Purpose: | Prepare for employment in a specific occupational area. |

Who is this qualification for?

This qualification is for learners who wish to become 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 7 of 7 mandatory units),
- Multiple Choice Examination (in 2 of 7 mandatory units),
- Practical Demonstration/Assignment (in 7 of 7 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 |
|------------|---|-----|
| 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 |
| A/600/9051 | Anatomy and physiology for exercise and health | 43 |
| L/600/9054 | Applying the principles of nutrition to a physical activity programme | 40 |
| 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

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| 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 The learner can: | Indicative Delivery Content |
|---|-----------------------------|
| 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 |
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| 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 | |

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| 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 |
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| 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 |
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| 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 |
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| 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 |
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| 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 | |

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| 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 | |

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| 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 | |
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| 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 |
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| 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 | |

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| Unit Title | Applying the principles of nutrition to a physical activity programme |
| Unit Aim | This unit aims to apply the principles of nutrition to a physical activity programme. |
| Unique Unit Number | L/600/9054 |
| Unit Assessment Method(s) | <ul style="list-style-type: none"> - Coursework - Practical Demonstration/Assignment |
| Assessment Specification | No additional assessment requirements. |

Learning Outcome: 1. Understand the principles of nutrition

| Assessment Criteria | Indicative Delivery Content |
|--|-----------------------------|
| The learner can: | |
| 1.1 Describe the structure and function of the digestive system | |
| 1.2 Explain the meaning of key nutritional terms including: <ul style="list-style-type: none"> • diet • healthy eating • nutrition • balanced diet | |
| 1.3 Describe the function and metabolism of: <ul style="list-style-type: none"> • macro nutrients • micro nutrients | |
| 1.4 Explain the main food groups and the nutrients they contribute to the diet | |
| 1.5 Identify the calorific value of nutrients | |
| 1.6 Explain the common terminology used in nutrition including: <ul style="list-style-type: none"> • UK dietary reference values (DRV) • recommended daily allowance (RDA) • recommended daily intake (RDI) • glycemic Index | |
| 1.7 Interpret food labelling information | |
| 1.8 Explain the significance of healthy food preparation | |
| 1.9 Explain the relationship between nutrition, physical activity, body composition and health including: <ul style="list-style-type: none"> • links to disease / disease risk factors • cholesterol • types of fat in the diet | |

Learning Outcome: 2. Understand key guidelines in relation to nutrition

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

Learning Outcome: 3. Understand nationally recommended practice in relation to providing nutritional advice

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

Learning Outcome: 4. Understand the relationship between nutrition and physical activity

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

Learning Outcome: 5. Understand how to collect information relating to nutrition

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

Learning Outcome: 6. Understand how to use nutritional information

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

Learning Outcome: 7. Understand the principles of nutritional goal setting with clients

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

Learning Outcome: 8. Be able to collect and analyse nutritional information

| Assessment Criteria The learner can: | Indicative Delivery Content |
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| 8.1 Collect information needed to provide clients with appropriate healthy eating advice | |
| 8.2 Record information about clients and their nutritional goals in an approved format | |
| 8.3 Analyse collected information including nutritional needs and preferences in relation to the clients current status and nutritional goals | |

Learning Outcome: 9. Be able to apply the principles of nutrition to a physical activity programme

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

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

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:

- hold, or be working towards, a recognised teaching award at Level 3 or above.
- possess a discipline specific qualification equivalent to the Level 3 Award/Certificate/Diploma in Personal Training NVQ, or equivalent
- have knowledge of and a commitment to the Exercise and Fitness Code of Ethical Practice
- demonstrate active involvement in a process of industry relevant Continued Professional Development during the last two years.

Assessor(s):

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

Assessors are required to:

- hold, or be working towards, a recognised assessing award at Level 3 or above that includes assessing in the workplace.
- possess a discipline specific qualification equivalent to the Level 3 Award/Certificate/Diploma in Personal Training NVQ , or equivalent
- have knowledge of and a commitment to the Exercise and Fitness Code of Ethical Practice
- demonstrate active involvement in a process of industry relevant Continued Professional Development during the last two years

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

IQAs are required to:

- hold, or be working towards, a recognised internal quality assurance award at Level 4 or above.
- hold a discipline specific qualification equivalent to the Level 3 Award/Certificate/Diploma in Personal Training, or equivalent.
- demonstrate active involvement in a process of industry relevant Continued Professional Development during the last two years.

Additional Qualification Requirements

This qualification is regulated by Ofqual (601/6792/0), CCEA and QiW (C00/0970/9 - Designated). This product is awarded 10CPD points with CIMSPA

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