



The Qualification Hub

Qualification Specification

TQH Level 3 Diploma In Fitness Instructing and Personal
Training





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The Qualification Hub (TQH)

The Qualification Hub (TQH) is an Awarding Organisation based in Northern Ireland that is regulated by CCEA Regulation. TQH is responsible for creating and granting professional and technical (vocational) qualifications ranging from Entry Level 1 to Level 5.

TQH Contact Details

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Qualification Level

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

Qualification Size

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



TQH Qualification Regulation Information

TQH Level 3 Diploma In Fitness Instructing and Personal Training

Operational start date:

Certification end date:

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

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



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

Sector Subject Area

8.1 - Sport, leisure and recreation

Qualifications Aim

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

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

Qualifications Objectives

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

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

These areas include:

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



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



This qualification relates to the National Occupational Standards (NOS)

There is a link to:

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

Learning and Development Requirements (LDR) for:

- Fitness Instructor
- Personal Trainer

Grading

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

Qualification Target Group

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

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



Progression

TQH Level 3 Diploma In Fitness Instructing and Personal Training qualification provides progression to:

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

Delivery Languages

TQH Level 3 Diploma In Fitness Instructing and Personal Training is available in English only at this time.



Centre Requirements for Delivering the Qualification

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

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

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

Requirements for Tutors

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

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

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



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

Requirements for Assessors

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

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

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

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

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



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

Requirements for an Internal Quality Assurer (IQA)

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

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

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

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

Important Notes

- It is not best practice for the IQA to provide the QA for aspects of course delivery that s/he has tutored
- It is not permitted for the IQA to provide the internal quality assurance of his/her own assessment.



Quality Assurance of Centre Performance

External Verification

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

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

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

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

Standardisation

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

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

Administration

Learner Registration

- A. Use its best endeavours to verify that the identity and information provided by the Learners upon registration is accurate and complete as per Identification Policy;



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

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

Certification

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

Qualification Fees

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

Equality, Fairness and Inclusion

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



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



Structure and Content - TQH Level 3 Diploma In Fitness Instructing and Personal Training

Accreditation Number	CCEA Portal
Guided learning hours	402
Total qualification time	660

Anatomy and Physiology for Fitness Professionals	2	39	4	✓	
Promoting a Positive Customer Experience via Professionalism in a Fitness Environment	2	39	4	✓	
Fitness Consultation, Assessment, and Motivation Techniques for Effective Lifestyle Management	2	39	4	✓	✓
Developing and delivering gym-based exercise programmes	2		4	✓	✓
Applied anatomy and physiology for exercise, health, and fitness	3	39	4	✓	
Nutritional Concepts for Health and Fitness Professionals	3	56	6	✓	
Promoting Health and Wellbeing through Lifestyle Management and Client Motivation	3	47	5	✓	
Unit	Level	GLH	Credits	Portfolio	Practical observation
Designing and delivering personalised exercise programmes for clients.	3	63	6	✓	✓
Professionalism and Business Awareness for Fitness Professionals	3	40	4	✓	



- Learners must complete the nine mandatory units.
- Successful completion of all components results in a pass grade.

Unit 1 - Anatomy and Physiology for Fitness Professionals

1. Know the structure and function of the circulatory system	<ul style="list-style-type: none">1.1 Identify the location of the heart.1.2 Describe the function of the heart.1.3 Order how blood moves through the four chambers of the heart.1.4 Describe systemic and pulmonary circulation.1.5 Describe the structure and function of the blood and blood vessels.1.6 Identify systolic and diastolic blood pressure.1.7 Identify blood pressure classifications.
2. Know the structure and function of the respiratory system	<ul style="list-style-type: none">2.1 Describe the structure and function of the lungs.2.2 Identify the main muscles involved in breathing.2.3 Order the passage of air through the respiratory tract.2.4 Describe the gaseous exchange of oxygen and carbon dioxide in the body (to cover internal and external respiration), including the role of alveoli.
3. Understand the structure and function of the skeleton	<ul style="list-style-type: none">3.1 Describe the functions of the skeleton.3.2 Locate the structures of the axial skeleton.3.3 Locate the structures of the appendicular skeleton.3.4 Describe the classification of bone.3.5 Identify the structure of long bones.3.6 Describe the three stages of bone growth.3.7 Describe posture in terms of spine curves, neutral spine alignment, movement potential of the spine, and deviations from neutral spine alignment.
4. Understand joints in the skeleton	<ul style="list-style-type: none">4.1 Describe the classification of joints.4.2 Describe the structures of synovial joints.4.3 Classify the types of synovial joints and their range of motion.4.4 Explain joint movement potential and joint actions.4.5 Describe joint movement potential and joint actions.
5. Understand Anatomical planes of	<ul style="list-style-type: none">5.1 Describe the classification of anatomical terms of location: superior and inferior, anterior and posterior, medial and lateral, proximal and distal, superficial and deep.5.2 Identify the anatomical axis and planes with regard to joint



movement and terms of location	actions and different exercises.
6. Understand the muscular system	<p>6.1 Describe three types, characteristics, and functions of muscle tissue.</p> <p>6.2 Describe the structure of skeletal muscle.</p> <p>6.3 Name the location of the anterior skeletal muscles.</p> <p>6.4 Name the location of the posterior skeletal muscles.</p> <p>6.5 Describe the structure and function of the pelvic floor muscles.</p> <p>6.6 Identify types of muscle action.</p> <p>6.7 Describe joint actions brought about by specific muscle group contractions.</p> <p>6.8 Identify skeletal muscle fibre types and their characteristics.</p>
7. Understand the life course of the musculoskeletal system	<p>7.1 Describe the life course of the musculoskeletal system, including implications for young people in the 13-18 age range.</p> <p>7.2 Describe the life course of the musculoskeletal system, including implications for older people (50+).</p> <p>7.3 Describe the life course of the musculoskeletal system, including implications for ante- and post-natal.</p>
8. Understand energy systems and their relation to exercise	<p>8.1 Describe how carbohydrates, fats, and proteins produce energy/adenosine triphosphate.</p> <p>8.2 Explain the use of the three energy systems during aerobic and anaerobic exercise.</p> <p>8.3 Describe anabolism, catabolism, and excess post-exercise oxygen consumption (EPOC).</p> <p>8.4 Identify the by-products of the three energy systems and their significance in muscle fatigue.</p> <p>8.5 Identify the by-products of the three energy systems and their significance in muscle fatigue.</p> <p>8.6 Describe the effect of endurance training/advanced training methods on fuel for exercise.</p>
9. Understand the nervous system	<p>9.1 Describe the role and functions of the nervous system.</p> <p>9.2 Explain the principles of muscle contraction.</p> <p>9.3 Explain the 'all or none' law/motor unit recruitment.</p> <p>9.4 Explain how exercise can enhance neuromuscular connections and improve motor fitness.</p>
10. Understand the structure and function of the digestive system	<p>10.1 Describe the functions of the digestive system.</p> <p>10.2 Describe the main enzymes involved in the digestion and absorption of fats, proteins, and carbohydrates.</p> <p>10.3 Describe the role of dietary fibre in the maintenance of gut function.</p>



	<p>10.4 Outline the role of the liver in assisting digestion.</p> <p>10.5 Outline the role of the pancreas in assisting digestion.</p> <p>10.6 Outline the timescale for digestion.</p> <p>10.7 Describe the importance of fluid.</p>
11. Know exercise adaptations to anatomy and physiology	<p>11.1 Identify the short and long-term effects of exercise on the circulatory system via exercise.</p> <p>11.2 Identify the short and long-term effects of exercise on the respiratory system.</p> <p>11.3 Identify the short and long-term effects of exercise on the skeleton.</p> <p>11.4 Identify the short and long-term effects of exercise on the joints.</p> <p>11.5 Identify the short and long-term effects of exercise on the muscular system.</p> <p>11.6 Identify aspects that influence the energy system used, to include: intensity, duration, and individual fitness levels.</p> <p>11.7 Identify the short and long-term effects of exercise on the nervous system.</p> <p>11.8 Identify the short and long-term effects of exercise on the digestive system.</p>
Assessment method	Portfolio of evidence



Unit 2 - Promoting a Positive Customer Experience via Professionalism in a Fitness Environment

1. Understand customer needs within a fitness environment	<ul style="list-style-type: none">1.1 Identify the local demographics of their organisations customers and how this affects the products and services offered.1.2 Describe customer expectations and aspirations within the fitness facility environment.1.3 Describe how to build social support and inclusion within the fitness facility environment.1.4 Describe how to obtain feedback to support membership retention.
2. Understand customer service within a fitness environment	<ul style="list-style-type: none">2.1 Identify products and offerings within a fitness environment.2.2 Describe a typical customer journey in a fitness facility environment.2.3 Describe how fitness professionals should present themselves.2.4 Explain the importance of customer retention and how to influence customer retention.
3. Understand customer engagement within a fitness environment	<ul style="list-style-type: none">3.1 Describe different methods to engage with customers, e.g. face-to-face, telephone, written (letters, email, posters), social media, and digital technology.3.2 Describe different types of conflicts and how to manage them.3.3 Outline different methods to build rapport in order to maximise the customer experience.3.4 Describe how to support the safe and enjoyable use of the fitness facility.3.5 Describe the importance of "walking the gym floor."3.6 Describe the importance of being accessible and approachable to clients.3.7 Explain what touchpoints are in relation to a fitness environment.
4. Understand customer communication within a fitness environment	<ul style="list-style-type: none">4.1 Describe different communication techniques and how to use them: observation/non-verbal techniques/body language, open/closed questioning, and active listening.4.2 Explain how to adapt communication methods to meet the needs of customers from differing backgrounds, cultures, experience, etc.



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



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



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



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

1. Understand the internal impact of the client consultation process	<ul style="list-style-type: none">1.1 Describe the significance of the consultation process as part of the customer experience/customer journey.1.2 Explain the importance of educating the client about the professional role boundaries and limitations in providing assistance.1.3 List and describe the full range of activities/services/classes across the fitness environment available to clients, and how to provide further information about them.1.4 Outline how to cater for different demographics, fitness levels, and goals of clients in the gym-based exercise programme planning process.1.5 Describe the relevance of data protection and client confidentiality in the consultation process.1.6 Explain the organisation's customer charter/service promise and the importance of striving to exceed it.1.7 Describe related products, systems, and technology (e.g. class booking apps) that help to enhance the customer experience.
2. Understand risk stratification and referral protocols for fitness professionals	<ul style="list-style-type: none">2.1 Describe the purpose of pre-exercise health screening.2.2 Describe the process of obtaining informed consent from a client.2.3 List absolute and relative contraindications that a fitness professional should be aware of.2.4 Recognise risk stratification models used to assess risk assess clients.2.5 ACSM risk stratification2.6 Morgan-Irwin model2.7 Explain the process of referring a client to another medical professional in the context of a fitness programme.2.8 Outline the process of identifying when to refer, signpost, or take action, and the appropriate action to take in each circumstance based on the risk level of the client in the context of a fitness programme.
3. Understand the client assessment and review process	<ul style="list-style-type: none">3.1 Describe the process of using lifestyle questionnaires to gather relevant information for a fitness programme.3.2 Explain how to select appropriate assessments for a client



	based on assessment conditions and expectations of the organisation.
4. Understand how to carry out the client induction process	<p>4.1 Describe the relevant policies and procedures in the gym environment and how they relate to your role.</p> <p>4.2 Outline the facility walk-through or show-round that should cover the gym floor, class and spin studios, cardio, and resistance equipment.</p> <p>4.3 Describe how to adapt the induction to meet the individual needs of clients and small groups of up to 5 people to ensure maximum effectiveness.</p>
5. Understand the importance of a healthy lifestyle	<p>5.1 Explain the components of a healthy lifestyle and factors that affect health and wellbeing.</p> <p>5.2 List the UK physical activity guidelines for different ages and describe the dose-response relationship.</p> <p>5.3 Outline the nationally recognised healthy eating recommendations.</p> <p>5.4 Describe how to seek evidence-based and reputable health and wellbeing advice.</p> <p>5.5 Explain the benefits of physical activity and exercise to health and wellbeing.</p> <p>5.6 Describe how to tailor advice on the components of a healthy lifestyle to individual clients.</p> <p>5.7 Explain how to effectively communicate the health-related benefits of exercise to clients.</p> <p>5.8 List ways in which technological advancements can be used to support the customer experience to increase physical activity levels, motivation, and focus.</p>
6. Understand the Prevention and management of common health conditions for clients	<p>6.1 Explain how technological advancements can be used to support the customer experience to increase physical activity levels, motivation, and focus.</p> <p>6.2 List the professional role and scope of practice in relation to other relevant specialists when offering health and wellbeing advice and guidance.</p> <p>6.3 Describe how physical activity/exercise can help to prevent and manage common health conditions, to include:</p> <ol style="list-style-type: none"> chronic conditions coronary heart disease stroke type 2 diabetes cancer, obesity mental health problems musculoskeletal conditions



	<p>6.4 Recognise the prevalence and health implications of the UK population.</p> <p>6.5 Differentiate the range of relevant exercise or health professionals that clients can be signposted/referred to when they are beyond their own scope of practice/area of qualification.</p>
7. Understand behaviour change and exercise adherence	<p>7.1 Describe techniques that can be used to help a client change their lifestyle behaviour.</p> <p>7.2 Describe the barriers to changing exercise behaviour.</p> <p>7.3 Describe the stages of change/trans-theoretical model of behaviour change.</p> <p>7.4 Differentiate between intrinsic and extrinsic motivation in exercise adherence.</p> <p>7.5 List a range of techniques/approaches that can motivate adherence to exercise.</p>
8. Be able to conduct consultations, assessments and gym inductions	<p>8.1 Conduct the range of assessments that are relevant to the general population.</p> <p>8.2 Use a validated health screening questionnaire to screen a client for medical conditions.</p> <p>8.3 Assess a client's readiness to exercise and the need for signposting or referring to other relevant professionals.</p> <p>8.4 Engage and build rapport with clients with varying needs.</p> <p>8.5 Demonstrate empathy towards clients.</p> <p>8.6 Give positive, motivating, timely, and relevant feedback to clients.</p> <p>8.7 Take responsibility for clients and be accountable for their progress.</p> <p>8.8 Use effective communication methods to ascertain a client's needs and enhance the customer experience.</p> <p>8.9 Use the appropriate instructional methods, techniques, and communication skills to support clients at different stages of changing their exercise behaviour.</p> <p>8.10 Explain how wearable technology can be used to support safe and effective gym-based exercise.</p>
9. Be able to create a motivational environment	<p>9.1 Create a positive, motivating, and empowering environment that supports clients to participate in and adhere to exercise.</p> <p>9.2 Support the client to recognise and develop their intrinsic and extrinsic motivation to exercise.</p>
10. Be able to be a health promotion ambassador	<p>10.1 Offer credible advice and guidance appropriate to your own level of expertise to promote positive healthy lifestyle choices.</p> <p>10.2 Be an ambassador for the sector, leading by example and</p>



	displaying positive health behaviours.
Assessment method	Portfolio of evidence Practical observation



Unit 4 - Developing and delivering gym-based exercise programmes

1. Understand the components of fitness and the effects of exercise	<ul style="list-style-type: none">1.1 Describe the components of fitness, both health-related and skill-related.1.2 Explain the importance of evidence-based practice in the field of fitness and exercise.1.3 Outline the key steps involved in conducting a comprehensive fitness assessment for a new client.1.4 List different research methods used to investigate physical activity and health.1.5 Explain the FITT principles of fitness and training, including how they relate to exercise prescription.1.6 List adaptations, modifications, and progressions that can be made for each component of the FITT principles (frequency, intensity, time, and type).1.7 Describe the implications of the principles of fitness in programme design.<ul style="list-style-type: none">a. specificityb. progressive overloadc. reversibilityd. adaptabilitye. individualityf. recovery time1.8 Describe the differences between programming exercise for physical fitness and for health benefits.
2. Understand how to monitor and review gym-based exercise programmes	<ul style="list-style-type: none">2.1 Explain the reasons for temporary deferral of exercise and identify situations where a client should be advised to temporarily avoid exercise.2.2 Describe the importance of verbal screening when conducting fitness assessments and outline the key elements that should be included in a verbal screening questionnaire.2.3 Compare the benefits and limitations of different methods of monitoring exercise intensity, including the talk test, rate of perceived exertion (RPE), heart rate monitoring, and the use of different heart rate zones.2.4 Evaluate different methods of evaluating how well gym-based exercise programmes are meeting client needs, and recommend an appropriate method for a given client.2.5 Recognise when to proactively engage with clients and when not to, and suggest appropriate timing and communication strategies to avoid disrupting training and focus.



3. Be able to plan a safe and effective gym-based exercise session	<ul style="list-style-type: none">3.1 Outline the key elements of a safe and effective warm-up and cool-down routine.3.2 Explain the effects of the speed of movement on posture, alignment, and intensity during exercise.3.3 Implement the applicable recognised national and international guidelines for developing the different components of fitness to include cardiovascular fitness, muscular strength and endurance, and flexibility.3.4 Describe how different learning styles, goals, needs, likes/dislikes, etc., should be reflected in the planning of an exercise programme for a client.3.5 Recognise the full range of available equipment and explain how to select the most appropriate exercise/exercise modes to meet a client's needs and goals.3.6 List alternative activities or exercises that could be included in a fitness programme to accommodate clients with injuries, disabilities, or other limitations.3.7 Explain the difference between adaptations, progressions, and regressions for exercises, and describe how each can be used to modify a fitness programme to suit a client's needs and abilities.3.8 Plan a gym-based exercise programme for a given client, outlining specific exercises and sets/reps, and ensuring that all components of fitness are covered to meet their stated physiological goals.3.9 List fixed weight, free weight, and body weight resistance exercises that target the major muscles/muscle groups.3.10 Explain the importance of muscle balance when planning exercise programmes and describe how to ensure that all muscle groups are adequately targeted and balanced.3.11 Outline the key considerations when programming exercises to develop cardiovascular fitness, muscular fitness, flexibility, and functional skills/abilities.3.12 Describe how to minimise any risks relevant to a given exercise programme and identify potential hazards or concerns.3.13 Suggest realistic timings and sequences for sessions to maximise effectiveness and minimise fatigue or injury.
4. Be able to plan gym-based exercise programmes	<ul style="list-style-type: none">4.1 Apply knowledge to the planning of safe and effective gym-based exercise programmes for a range of clients within the scope of practice, using appropriate equipment and methods.



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



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

1. Understand the role that exercise plays in improving posture and bone health	<ul style="list-style-type: none">1.1 Explain how the body protects internal organs from injury.1.2 List the different shapes of bones and provide examples of each.1.3 Describe the structure and function of the different parts of the vertebral column.1.4 Outline the stages of bone growth and the process of bone remodelling, including the roles of osteoblasts and osteoclasts.1.5 Describe the effects of ageing on bone density and structure.1.6 Explain the process of red and white blood cell production and their respective functions.1.7 Explain the role of osteoblasts, osteoclasts, hormones, body weight, calcium, and vitamin D in maintaining bone density.1.8 List the different types of exercise and explain the differences between weight-bearing and non-weight-bearing exercises.
2. Understand joints and joint actions	<ul style="list-style-type: none">2.1 Describe the three classifications of joints - Fibrous, cartilaginous, and synovial.2.2 Outline the joint movement potential and joint actions for major exercises.2.3 Explain the anatomical axis and planes in relation to joint actions during exercises.
3. Understand postural control and core stability	<ul style="list-style-type: none">3.1 Describe the structure and function of the stabilising ligaments and muscles of the spine.3.2 Explain the local muscle changes that can occur as a result of insufficient stabilisation in the spine.3.3 Describe static and dynamic posture control.3.4 Outline the potential effects of abdominal adiposity and poor posture on movement efficiency.3.5 Describe the potential problems that can occur due to postural deviations.3.6 Describe the three syndromes as predictable patterns of muscle imbalance:<ul style="list-style-type: none">a. Upper Crossed Syndromeb. Lower Crossed Syndromec. Pronation Distortion Syndrome3.7 Explain the impact of core stabilisation exercises on the body and the potential risks and benefits associated with them.3.8 Explain the benefits, risks, and applications of the following types of stretching:



	<p>3.9 a static (passive and active)</p> <ul style="list-style-type: none"> a. dynamic b. proprioceptive neuromuscular facilitation.
<p>4. Understand Postural Control and Core Stability</p>	<p>4.1 Explain the principles of muscle contraction, specifically the Sliding Filament Theory.</p> <p>4.2 Describe the effects of different types of exercises on muscle fibre type.</p> <p>4.3 Identify and locate the muscle attachment sites for the major muscles of the body.</p> <p>4.4 Outline the joint actions brought about by specific muscle group contractions.</p> <p>4.5 Describe the structure of the pelvic girdle and associated muscles and ligaments.</p> <p>4.6 Explain the effect of levers, gravity, and resistance on exercise.</p> <p>4.7 Explain Delayed Onset Muscle Soreness (DOMS), including its causes, symptoms, and strategies for prevention.</p>
<p>5. Understand the heart and circulatory system and its relation to exercise and health</p>	<p>5.1 Explain the function of the heart valves in regulating blood flow within the heart.</p> <p>5.2 Describe coronary circulation, including the structure and function of the coronary arteries and their role in delivering oxygen and nutrients to the heart muscle.</p> <p>5.3 Explain how disease processes can affect the structure and function of blood vessels, including the development of atherosclerosis and hypertension.</p> <p>5.4 Explain the stages of progression in atherosclerosis.</p> <p>5.5 Explain the short and long-term effects of exercise on blood pressure.</p> <p>5.6 Describe the Valsalva effect on blood pressure.</p> <ul style="list-style-type: none"> a. explain the cardiovascular benefits and risks associated with endurance/aerobic training, including b. its effects on heart function <p>5.7 disease risk factors such as cholesterol and blood pressure.</p> <p>5.8 Define blood pressure classifications and associated health risks.</p>



6. Understand the Nervous System and Its Relation to Exercise and Health	<p>6.1 Describe the components of the nervous system, including:</p> <ol style="list-style-type: none">the central nervous systemthe peripheral nervous systemthe somatic branch of the peripheral nervous systemthe autonomic branch of the peripheral nervous system. <p>6.2 Explain nervous control and transmission of a nervous impulse, including the role of:</p> <ol style="list-style-type: none">action potentialssynaptic transmissionneurotransmitters <p>6.3 Describe the structure and function of a neuron, including its different parts and the role of glial cells.</p> <p>6.4 Explain the role of a motor unit in muscle contraction, including the components of a motor unit and its interaction with muscle fibres.</p> <p>6.5 Explain the process of motor unit recruitment and the significance of a motor unit's size and the number of muscle fibres it innervates.</p> <p>6.6 Explain the stages of the stretch reflex and inverse stretch reflex and their importance in regulating muscle length and tension.</p> <p>6.7 Describe the structure and function of muscle spindles, including their role in muscle stretch reflexes and proprioception.</p> <p>6.8 Describe the structure and function of Golgi tendon organs, including their role in regulating muscle tension and preventing over-contraction.</p> <p>6.9 Explain the definition and function of autogenic inhibition, including its role in regulating muscle tension during stretching.</p> <p>6.10 Explain the definition and function of reciprocal inhibition, including its role in regulating muscle activity during movement.</p>
7. Understand the Endocrine System and Its Relation to Exercise and Health	<p>7.1 Explain the functions of the endocrine system, including its role in regulating bodily functions through the secretion of hormones.</p> <p>7.2 List the major glands in the endocrine system and describe their location and function.</p> <p>7.3 Describe the function of hormones, including;</p> <ol style="list-style-type: none">the role of insulinglucagonthyroid hormonescortisoltestosteroneoestrogen



	<ul style="list-style-type: none">g. progesteroneh. growth hormonei. prolactin. <p>7.4 Explain the signs and symptoms of overtraining.</p> <p>7.5 Describe the effects of the General Adaptation Syndrome (GAS) and its three stages: alarm, resistance, and exhaustion.</p>
8. Understand the Energy System and Its Relation to Exercise and Health	<p>8.1 Explain the factors that influence the predominant energy system during exercise.</p> <p>8.2 Describe how energy contribution varies based on the duration, type, and intensity of exercise.</p>
Assessment method	Portfolio of evidence



Unit 6 - Nutritional Concepts for Health and Fitness Professionals

1. Understand how to access credible information about nutrition for exercise and health	<ul style="list-style-type: none">1.1 Identify the range of professionals and professional bodies involved in the area of nutrition.1.2 Distinguish between evidence-based knowledge versus the unsubstantiated marketing claims of suppliers.1.3 Distinguish between credible evidence-based information.
2. Understand key guidelines in relation to nutrition	<ul style="list-style-type: none">2.1 Define common nutritional terms, to include:<ul style="list-style-type: none">a. dietb. wellness/wellbeingc. healthy eatingd. balanced diete. nutritionf. nutrientg. macronutrienth. micronutrienti. phytonutrientj. healthk. unhealthy eatingl. glycemic index
3. Understand the principles of nutrition	<ul style="list-style-type: none">3.1 Explain the main food groups and the nutrients they contribute to the diet.3.2 Identify the caloric value of nutrients.3.3 Explain key healthy eating advice that underpins a healthy diet.3.4 Describe the nutritional principles and key features of the national food model/guide.3.5 Define portion sizes in the context of the national food model/guide.3.6 Explain food labelling and healthy food preparation3.7 Explain the glycemic index rating system and its importance for human health.3.8 Describe the functions of water in the body and the importance of adequate hydration for health and performance3.9 Evaluate the importance of phytonutrients to human health3.10 Explain the relationship between poor nutrition and:<ul style="list-style-type: none">a. physical activityb. body compositionc. health risks



4. Understand carbohydrates role in exercise and health	<p>4.1 Explain the function of carbohydrates in the body.</p> <p>4.2 Describe carbohydrate terms such as:</p> <ul style="list-style-type: none">a. simple carbohydratesb. complex carbohydratesc. fibre type <p>4.3 Explain how the body metabolises carbohydrates.</p> <p>4.4 Identify main food sources of carbohydrates.</p> <p>4.5 Define carbohydrate terms such as:</p> <ul style="list-style-type: none">a. glycogenb. glycogenolysesc. gluconeogenesis <p>4.6 Describe the process of carbohydrate digestion and absorption.</p> <p>4.7 Describe the adverse health effects associated with carbohydrate excess and deficiency.</p> <p>4.8 Describe carbohydrate balance according to national guidelines.</p> <p>4.9 Explain carbohydrates' role in athletic performance.</p>
5. Understand the role of protein in exercise and health	<p>5.1 Explain the function of protein in the body.</p> <p>5.2 Explain how the body metabolises protein.</p> <p>5.3 Identify main food sources of protein.</p> <p>5.4 Define protein terms such as:</p> <ul style="list-style-type: none">a. amino acidsb. essential amino acidsc. non-essential amino acidsd. peptidese. incomplete proteinf. complete protein <p>5.5 Describe the process of protein digestion and absorption.</p> <p>5.6 Describe the adverse health effects associated with protein excess and deficiency.</p> <p>5.7 Describe protein balance according to national guidelines.</p> <p>5.8 Explain protein's role in athletic performance.</p>
6. Understand the role of fat in exercise and health	<p>6.1 Explain the function of fats in the body.</p> <p>6.2 Explain how the body metabolises fats.</p> <p>6.3 Identify main food sources of fats.</p> <p>6.4 Define fats terms such as</p> <ul style="list-style-type: none">a. saturatedb. unsaturatedc. cholesterold. fatty acidse. trans fatsf. omega 3g. omega 6



	<p>6.5 Describe the process of protein fats and absorption.</p> <p>6.6 Describe the adverse health effects associated with fats excess and deficiency.</p> <p>6.7 Describe fats balance according to national guidelines.</p> <p>6.8 Explain fats role in athletic performance.</p>
7. Understand vitamins role in exercise and health	<p>7.1 Explain the function of vitamins in the body.</p> <ul style="list-style-type: none"> a. Fat-soluble vitamins b. Water-soluble vitamins <p>7.2 Identify main food sources of vitamins</p> <p>7.3 Describe the adverse health effects associated with vitamin excess, and deficiency.</p> <p>7.4 Explain vitamins' role in athletic performance.</p>
8. Understand minerals role in exercise and health	<p>8.1 Explain the function of minerals in the body.</p> <ul style="list-style-type: none"> a. macrominerals b. trace minerals <p>8.2 Identify main food sources of minerals.</p> <p>8.3 Describe the adverse health effects associated with minerals excess, and deficiency.</p> <p>8.4 Explain minerals' role in athletic performance.</p>
9. Understand how macronutrients from food are used to fuel and recover from physical activity	<p>9.1 Explain the components of energy expenditure and the energy balance equation.</p> <p>9.2 Define terms related to weight management to include:</p> <ul style="list-style-type: none"> a. energy balance b. thermic effect of physical activity (TEPA) c. non-exercise activity thermogenesis (NEAT) d. negative energy balance e. positive energy balance f. basal metabolic rate (BMR) g. thermic effect of food (TEF) <p>9.3 Describe how to evaluate nutritional requirements and hydration needs.</p> <p>9.4 Explain the guidelines for safe and effective fat loss through modifications in diet and exercise.</p> <p>9.5 Explain the different guidelines for the rate of muscle gain achievable through modifications in diet and exercise, taking into account their safety and effectiveness.</p> <p>9.6 Explain safe and efficient guidelines for designing nutrition to improve outcomes in endurance events, to include:</p> <ul style="list-style-type: none"> a. pre-event (fat loading, carbohydrate loading) b. nutrition during the event c. post-event nutrition <p>9.7 Describe the use of protein and vitamin supplementation.</p>



10. Understand how to communicate sensitive information to clients	<p>10.1 Describe issues that may be sensitive when collecting nutritional information.</p> <p>10.2 Explain why confidentiality is important when collecting nutritional information.</p> <p>10.3 Describe issues that may be sensitive when collecting nutritional information.</p> <p>10.4 Explain different methods that can be used to measure body composition and health risks in relation to weight.</p> <p>10.5 Explain how to sensitively divulge collected information and 'results' to clients.</p> <p>10.6 Identify clients at risk of nutritional deficiencies</p> <p>10.7 Explain the circumstances in which a client should be recommended to visit their GP about the possibility of referral to a registered dietician.</p> <p>10.8 Explain how to recognise the signs and symptoms of disordered eating and healthy eating patterns to include:</p> <ul style="list-style-type: none">a. anorexia nervosab. bulimia nervosac. binge eating disorderd. OSFED (Other Specified Feeding or Eating Disorder)
11. Understand principles of nutritional goal setting with clients	<p>11.1 Explain how to apply the principles of goal setting when offering nutritional advice.</p> <p>11.2 Explain how to translate nutritional goals into basic healthy eating advice that reflects current national guidelines.</p> <p>11.3 Explain when people other than the client should be involved in nutritional goal setting.</p> <p>11.4 Define which other people could be involved in nutritional goal setting.</p> <p>11.5 Identify the barriers which may prevent clients from achieving their nutritional goals.</p> <p>11.6 Explain how to apply basic motivational strategies to encourage healthy eating and prevent non-compliance or relapse.</p> <p>11.7 Explain the need for a reappraisal of clients' body composition and other relevant health parameters at agreed stages of the programme.</p>
12. Be able to collect and analyse nutritional information	<p>12.1 Gather the necessary information to furnish clients with suitable guidance on healthy eating.</p> <p>12.2 Record clients' details and their nutritional objectives using an authorised format.</p> <p>12.3 Evaluate the gathered data, encompassing dietary requirements and preferences, in conjunction with the clients'</p>



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



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

1. Understand factors that impact lifestyle and wellbeing	<p>1.1 Describe components of a healthy lifestyle and factors that affect health and wellbeing to include:</p> <ul style="list-style-type: none">a. Smoking, alcohol, nutrition, physical activity levels and preferences, weight management, rest and relaxation, relaxation training, stress(signs, symptoms, effects, and management), work patterns/job, relevant personal circumstances, posture.
2. Understand psychological factors influencing behaviour change	<p>2.1 Describe intrinsic and extrinsic motivation and how they relate to behaviour change.</p> <p>2.2 Explain how social support can influence behaviour change.</p> <p>2.3 Explain the ways in which peer pressure can influence behaviour change.</p> <p>2.4 Explain some motives and barriers to change, including perceived and actual barriers, self-recognition of own barriers, and reinforcement.</p> <p>2.5 Describe how self-efficacy can impact behaviour change.</p> <p>2.6 Discuss the relevance and use of psychological questionnaires in behaviour change.</p>
3. Understand strategies to encourage long-term adherence to positive lifestyle practices	<p>3.1 Describe the transtheoretical model and how it can be used</p> <p>3.2 Explain the stages of change</p> <p>3.3 Explain motivational interviewing can be used with clients to increase lifestyle changes.</p> <p>3.4 Explain the Relapse Prevention cognitive-behavioural method</p>
4. Understand health conditions and medically controlled diseases	<p>4.1 Describe health conditions and medically controlled diseases to include:</p> <ul style="list-style-type: none">a. obesity, osteoporosis, mental health problems (stress/depression/anxiety), back pain, hypertension, angina, coronary heart disease (CHD), pre-diabetes and diabetes, arthritis, stroke, cancer, asthma, chronic obstructive pulmonary disease (COPD), chronic fatigue, eating disorders.
5. Understand health screening and risk stratification	<p>5.1 Describe the purpose of pre-exercise health screening.</p> <p>5.2 Describe the process of obtaining informed consent from a client.</p> <p>5.3 List absolute and relative contraindications that a fitness</p>



	<p>professional should be aware of.</p> <p>5.4 Recognise risk stratification models used to assess risk assess clients.</p> <ol style="list-style-type: none"> ACSM risk stratification Morgan-Irwin model <p>5.5 Explain the process of referring a client to another medical professional in the context of a fitness programme.</p> <p>5.6 Outline the process of identifying when to refer, signpost, or take action, and the appropriate action to take in each circumstance based on the risk level of the client in the context of a fitness programme.</p>
6. Understand health promotion within a fitness environment	<p>6.1 List evidence-based/reputable health and wellbeing advice websites where you can signpost your client to.</p> <p>6.2 Identify UK Chief Medical Officer's national recommended guidelines for physical activity and health across a range.</p> <p>6.3 Describe the role and the scope of practice in relation to other relevant specialists when offering health and wellbeing advice and guidance, to include:</p> <ol style="list-style-type: none"> Personal trainers, doctors, physiologists, physiotherapists, occupational therapists, strength and conditioning coaches, dietitian/nutritionists, exercise referral instructors <p>6.4 Explain how to liaise with other professionals regarding unfamiliar medical conditions.</p>
7. Be able to Assess client's readiness to change	<p>7.1 Use strategies to identify client's readiness to change their behaviour/their 'stage of change'.</p>
8. Be able to create a positive, motivating, and empowering environment to support adherence to exercise	<p>8.1 Clarify your own role, the client's role and responsibilities, and those of any other staff/professionals involved in the programme.</p> <p>8.2 Use evidence-based strategies and techniques to create a positive, motivating, and empowering environment that supports clients to participate in the exercise.</p> <p>8.3 Integrate appropriate motivational strategies to encourage long-term adherence to exercise and other positive lifestyle practices.</p> <p>8.4 Recognise personal barriers to exercise and use strategies to overcome them.</p>
9. Be able to set Goals and support	<p>9.1 Set SMART goals linked to a client's individual needs, wants, and motivators.</p> <p>9.2 Monitor targets, review and evaluate progress, and adapt</p>



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



Unit 8 - Designing and delivering personalised exercise programmes for clients.

1. Know how to consult and support clients to change exercise behaviour	<ul style="list-style-type: none">1.1 Explain the purpose of consulting with clients.1.2 Describe informed content.1.3 Explain how to conduct a 1:1 consultation.1.4 explain the need to gather relevant information such as<ul style="list-style-type: none">a. exercise historyb. previous and current level of activityc. exercise likes/dislikes1.5 Explain the rationale for fitness testing.1.6 Describe static and dynamic health and fitness assessment.1.7 Describe Postural assessment to include<ul style="list-style-type: none">a. static and dynamic postural analysisb. optimal postural alignment
2. Know how to set goals with client	<ul style="list-style-type: none">2.1 Describe how to set and adapt meaningful SMART goals linked to a client's individual needs, wants, and motivators.2.2 Explain how to set goals with clients.2.3 describe how to evaluate client progress through the monitoring and review of agreed goals.2.4 Describe how to adapt goals according to progress and individual circumstances.
3. Know how to design and tailor exercise programmes	<ul style="list-style-type: none">3.1 Outline the current evidence-based FITT guidelines used to design safe exercise programmes for healthy adults.3.2 Explain how to design and tailor exercise programmes for a range of clients within the scope of practice to include:<ul style="list-style-type: none">a. sedentaryb. recovering from injuryc. over-trainedd. high-level performere. sport specific performerf. clients with low-risk health conditions3.3 Explain how to apply the principles of training to exercise programme design to develop:<ul style="list-style-type: none">a. cardiovascular enduranceb. muscular strength (hypertrophy)c. muscular strength (endurance)d. flexibilitye. body composition



	<ul style="list-style-type: none"> f. posture and core stability g. motor skills <p>3.4 Outline the advantages and disadvantages of exercising at various intensities, to include:</p> <ul style="list-style-type: none"> a. sedentary (untrained) b. experienced (trained) c. high-level performers (well trained) <p>3.5 Describe the use of functional exercises in programmes.</p>
4. Understand a range of different protocols and tools	<p>4.1 Outline to calculate repetition maximums (1RM – 10RM)</p> <p>4.2 Describe methods of monitoring exercise intensity to include:</p> <ul style="list-style-type: none"> a. maximum heart rate formula b. rate of perceived exertion (RPE) scales c. both 6-20 and 1- 10 d. metabolic equivalents (METs) e. kilocalories per hour (Kcal.hr) f. visual assessment g. verbal assessment (talk test). <p>4.3 Describe guidelines around the repetition ranges for</p> <ul style="list-style-type: none"> a. strength b. power c. endurance d. muscle hypertrophy <p>4.4 Identify heart rate training zone models for developing aerobic and anaerobic capacity.</p> <p>4.5 Identify the current ACSM or other recognised International guidelines for developing the different components of fitness.</p> <p>4.6 Describe the reasons for using periodisation or progressive programming and the principles behind them.</p>
5. Understand the variables related to exercise design	<p>5.1 Describe the process of modifying an exercise programme to meet the specific needs using various variables to either regress or progress or create adaptations.</p> <p>5.2 Identify different training systems for the cardiovascular systems:</p> <ul style="list-style-type: none"> a. interval b. fartlek c. continuous <p>5.3 Identify different resistance training systems to include:</p> <ul style="list-style-type: none"> a. pyramid sets b. super-sets c. giant sets d. tri set e. forced repetitions f. pre/post exhaustion



	<ul style="list-style-type: none"> g. negative/eccentric training h. muscular strength endurance i. muscular fitness <p>5.4 Describe flexibility exercise including:</p> <ul style="list-style-type: none"> a. static b. ballistic c. dynamic d. proprioceptive neuromuscular techniques e. myotactic/stretch reflex <p>5.5 Explain how to manipulate the FITT principle to tailor exercise programmes</p> <ul style="list-style-type: none"> a. sequence of exercise b. repetitions c. number of sets d. rest between sets (recovery) e. speed of movement f. type of muscle contraction g. duration of session h. rest between sessions i. volume of training j. split routines
6. Understand how to adapt the principles of training to a clients programme	<p>6.1 Explain the the principles of training and how they relate to exercise</p> <ul style="list-style-type: none"> a. programme design including: b. specificity c. progressive overload d. reversibility e. adaptability f. individuality g. recovery time <p>6.2 Describe the importance of adequate rest phases between training loads and the signs and symptoms of overtraining.</p> <p>6.3 Describe speed of movement and its relevance to exercises.</p>
7. Understand how to develop exercise modes and training environments	<p>7.1 Describe how to design and deliver different modes of exercise in different environments.</p> <ul style="list-style-type: none"> a. gym-based b. studio-based c. sports hall d. outdoors e. home-based f. confined space



8. Understand Small group training environments	<p>8.1 Describe how to design sessions that can be delivered to small groups ensuring the safety of all clients at all times.</p> <p>8.2 Describe how to design effective small group PT sessions.</p> <p>8.3 Explain how to balance the needs of the individual and the group.</p>
9. Be able to analyse information from a client consultation process	<p>9.1 Conduct a client consultation process.</p> <p>9.2 Collect and analyse information.</p> <p>9.3 Conduct pre-exercise assessment screening to assess if client onward referral is advised and where necessary refer the client to a more appropriate professional.</p>
10. Be able to conduct health screening	<p>10.1 Identify a range of health screening measurements that can be conducted to inform programme design.</p> <p>10.2 Describe established protocols for health screening measurements.</p> <p>10.3 Interpret outcomes of health screening measurements and risk-stratify clients.</p> <p>10.4 Identify a range of fitness assessments that can be performed to evaluate client ability, to include:</p> <ol style="list-style-type: none"> cardiovascular fitness tests muscular fitness tests flexibility tests movement screening protocols
11. Be able to conduct assessments	<p>11.1 Educate clients on the purpose and value of pre-exercise assessments.</p> <p>11.2 Select assessments appropriate to the individual client.</p> <p>11.3 Select assessments appropriate to the assessment conditions/equipment/time available.</p> <p>11.4 Advise clients of correct procedures, protocols and risks prior to commencing any physical assessment(s).</p> <p>11.5 Supervise client physical assessment in a safe and effective manner.</p> <p>11.6 Interpret results/recorded data using accepted criteria.</p> <p>11.7 Inform client of analysis outcomes and discuss and agree actions/goals (using language/terms understood by client/simplify technical information, effective use of communication and interpersonal skills).</p>
12. Be able to conduct programme/session planning and delivery	<p>12.1 Plan timings and sequences for the session.</p> <p>12.2 Incorporate teaching strategies to enhance client performance.</p> <p>12.3 Determine and vary modality and intensity of exercise.</p> <p>12.4 Allocate equipment/resources required.</p>



	<p>12.5 Link session to client goals (short/medium/long-term goals).</p> <p>12.6 Incorporate warm-up and cool down activities appropriate to the session/individual.</p> <p>12.7 Plan sessions in different environments to cover: gym, studio/sports hall, outdoors, client's home or other confined space.</p> <p>12.8 Plan sessions for both individuals and small groups.</p> <p>12.9 Deliver sessions in different environments: e.g. gym, studio/sports hall, outdoors, client's home or other confined space.</p> <p>12.10 Deliver sessions for both individuals and small groups.</p>
13. Be able to observe and adapt exercise technique	<p>13.1 Observe and monitor clients during the session to ensure safety and effectiveness by:</p> <ul style="list-style-type: none"> a. Utilising explanations and demonstrations that are technically correct, safe and appropriate to the individual client. b. Correcting exercise technique to ensure safe and effective alignment, execution and use of equipment. c. Providing client specific instructing points, feedback, encouragement and reinforcement. d. Offering adaptations and alternatives that meet a client's individual needs and circumstances (progression, regression, corrective strategies and alternative exercises as required). e. Modify and adapt exercises, sessions and programmes for a range of individual needs.
14. Be able to review programme/sessions	<p>14.1 Evaluate the session against: session aims, SMART goals, activities, participant performance, own performance (preparation, delivery) and health and safety.</p> <p>14.2 Review client goals based on outcomes and revise programmes accordingly.</p> <p>14.3 Amend and improve future session plans and own performance based on evaluation and feedback from the client: e.g. according to chosen activities, exercise intensity, changes in circumstances etc.</p> <p>14.4 Give feedback to clients based on review (timely, positive, relevant to goals etc).</p> <p>14.5 Seek and receive information from other relevant professionals concerning the client where indicated if required.</p>
Assessment method	<p>Portfolio of evidence</p> <p>Practical observation</p>



Unit 9 - Professionalism and Business Awareness for Fitness Professionals

1. Understand how to conduct oneself in a fitness environment	<ul style="list-style-type: none">1.1 Describe the characteristics that a fitness professional should display to portray a professional image.1.2 Explain the importance of being positive, honest, and empowering while conducting oneself as a fitness professional.1.3 List the traits that reflect personal integrity and respect towards clients and other professionals.1.4 Outline the ways in which a fitness professional can motivate and build trust with their clients.1.5 Explain the significance of being non-judgmental and consistent in the fitness profession.1.6 Describe how personal conduct impacts the professional image of a fitness professional.1.7 Outline the role of a fitness professional as a role model and how it affects the professional image.1.8 Explain the importance of portraying a professional image in the fitness industry.
2. Understand professional practice in a fitness environment	<ul style="list-style-type: none">2.1 Describe professional ethics in a fitness environment and its importance to your role.2.2 Outline the scope of practice and responsibilities that come with your role in a fitness environment.2.3 Explain how your professional membership impacts your role in a fitness environment.2.4 List the skills, abilities, and knowledge that are necessary for proper representation of your role in a fitness environment.2.5 Explain the importance connecting with other relevant professionals and how it relates to your role in a fitness environment.2.6 Describe the professional code of conduct and business practices that must be adhered to in a fitness environment.2.7 Outline the consequences of breaching professional ethics in a fitness environment.
3. Understand the legislation and organisational procedures	<ul style="list-style-type: none">3.1 Explain the importance of knowing the current legislation and organisation procedures relevant to your role in the fitness industry.3.2 List the legislations and organisation procedures that a fitness professional should be aware of in their role.3.3 Outline the procedures that a fitness professional should



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



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



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



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