



## **Group Award Specification for:**

**HNC Fitness, Health and Exercise at SCQF level 7  
HND Fitness, Health and Exercise at SCQF level 8**

**Group Award Code: GH07 15 and GH0F 16**

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# 1 Introduction

This document was previously known as the Arrangements document. The purpose of this document is to:

- ◆ assist centres to implement, deliver and manage the qualification
- ◆ provide a guide for new staff involved in offering the qualification
- ◆ inform course managers teaching staff, assessors, learners, and employers of the aims and purpose of the qualification
- ◆ provide details of the range of learners the qualification is suitable for and progression opportunities

The HNC/HND Fitness, Health and Exercise provide learners with an industry recognised qualification, and the knowledge and skills necessary to work as an exercise professional in a variety of contexts.

The title reflects the content of the award and the inter-relationships inherent within the elements of the title. The two components of the award (HNC and HND) reflect the requirements of the Sector Skills Council (Skillsactive) and its subsidiary body the Register of Exercise Professionals (REPs) and provide the necessary knowledge and skills required to work in this sector. It is designed to build on National Units and/or Highers in relevant subjects such as Human Anatomy & Physiology, Biology, Physical Education and other performance related areas, as well as other vocationally accredited qualifications in Exercise and Fitness, such as SVQ/NVQ awards.

The award is suitable for school leavers or adult returners who wish to work as exercise professionals in understanding, developing, maintaining and/or improving their general health and that of their clients in the context of exercise and fitness.

Successful learners may gain employment with Local Leisure Trusts, private Health and Fitness organisations, Sports Clubs, or may become self-employed as freelance instructors or personal trainers. This may involve working independently or as part of a team of other professionals.

The HNC award will articulate directly into the HND. Additionally, articulation agreements exist with a number of Universities to allow entry into year 2 (or 3) BSc Sport & Exercise Science for those who wish to develop their knowledge and skills.

Skills active and its subsidiary body the Register of Exercise Professionals endorse the awards, which allow access to the register at level 2 (HNC) and level 3 (HND<sup>1</sup>).

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<sup>1</sup> A specific group of optional Units must be undertaken by learners in order to gain access at level 3 (see table 7)

## 2 Qualifications structure

This HNC Group Award is made up of 12 SQA Unit credits. It comprises 96 SCQF credit points of which 80 are at SCQF level 7 in the mandatory section including a Graded Unit of 8 SCQF credit points at SCQF level 7.

This HND Group Award is made up of 30 SQA Unit credits. It comprises 240 SCQF credit points of which 72 are at SCQF level 8 in the mandatory section including a Graded Unit of 16 SCQF credit points at SCQF level 8.

A mapping of Core Skills development opportunities is available in Section 5.3.

### 2.1 Structure (HNC)

Learners must achieve all of the following mandatory Units:

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
H4T9	34	Exercise and Fitness: Health and Safety Management	0.5	4	7
H4TB	34	Exercise Physiology and Anatomy	2	16	7
H4TC	34	Exercise Principles and Programming	2	16	7
FW5Y	34	First Aid for Sport and Fitness	0.5	4	7
H4TE	34	Health Screening	0.5	4	7
H4TF	34	Nutrition for Fitness, Health and Exercise	1	8	7
H1S2	34	Working Safely and Effectively with Clients	0.5	4	7
H4VL	34	Fitness, Health and Exercise: Graded Unit 1	1	8	7

Learners must achieve at least one of the following Units:

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
H4TH	34	Plan, Teach and Evaluate Group Exercise Sessions	2	16	7
H4TJ	34	Plan, Teach and Evaluate Group Exercise with Music Sessions	2	16	7
H4TK	34	Plan, Teach and Evaluate Gym Based Exercise Sessions	2	16	7

Learners must achieve a further 2 SQA credits from the following Units: (learners may also accrue credits by undertaking additional Units from the restricted options above)

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
H4TA	35	Exercise for Pre and Post-natal Clients	1.5	12	8
H4TD	34	Flexibility Training	0.5	4	7
H01A	34	Inclusive Sports Provision: An Introduction	1	8	7
FX9Y	35	Manage a Sport or Fitness Related Event	1	8	8
H4TG	34	Physical Activity for Children	1	8	7

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
H4TL	35	Plan, Teach and Evaluate a Physical Activity Programme to Meet the Needs of Older Adults	2	16	8
DW5V	34	Plan, Teach and Evaluate a Water Based Exercise Session	2	16	7
FW61	34	Psychology of Sports Coaching	1	8	7
DP2M	34	Managing Stress Through Exercise and Therapy	1.5	12	8
H4TM	34	Swimming Pool Lifeguard: Skills and Practice	1	16	7
D85F	34	Using Software Application Packages	1	8	7
HJ4W	34	Work Placement*	1	8	7
H8T2	33	Workplace Communication in English*	1	8	6

## 2.2 Structure (HND)

Learners must achieve all of the following mandatory Units:

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
H4T5	35	Applied Exercise Prescription for Specialist Population Groups	2	16	8
H4T6	35	Applied Fitness Assessment for Specialist Population Groups	1.5	12	8
H4T7	35	Applied Nutrition Assessment and Prescription	1.5	12	8
H4T8	35	Current Exercise Trends	2	16	8
H4T9	34	Exercise and Fitness: Health and Safety Management	0.5	4	7
H4TB	34	Exercise Physiology and Anatomy	2	16	7
H4TC	34	Exercise Principles and Programming	2	16	7
FW5Y	34	First Aid for Sport and Fitness	0.5	4	7
H7V4	34	*Preparing to Start a Business	1	8	7
H4TE	34	Health Screening	0.5	4	7
H4TF	34	Nutrition for Fitness, Health and Exercise	1	8	7
H1S2	34	Working Safely and Effectively with Clients	0.5	4	7
H4VL	34	Fitness, Health and Exercise: Graded Unit 1	1	8	7
H4VM	35	Fitness, Health and Exercise: Graded Unit 2	2	16	8

\*Refer to History of Changes for revision changes.

Learners must achieve at least two of the following Units:

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
H4TH	34	Plan, Teach and Evaluate Group Exercise Sessions	2	16	7
H4TJ	34	Plan, Teach and Evaluate Group Exercise	2	16	7

		with Music Sessions			
H4TK	34	Plan, Teach and Evaluate Gym Based Exercise Sessions	2	16	7

Learners must achieve a total of 30 SQA credits: the remainder should be drawn from the following optional Units: (learners may also accrue credits by undertaking additional Units from the restricted options above)

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
H1S3	34	Core Strength and Posture	0.5	4	7
H1S4	34	Deliver Personal Training Sessions	1.5	12	7
H4TA	35	Exercise for Pre and Post-natal Clients	1.5	12	8
H4TD	34	Flexibility Training	0.5	4	7
H01A	34	Inclusive Sports Provision: An Introduction	1	8	7
FX9Y	35	Manage a Sport or Fitness Related Event	1	8	8
DW64	35	Mechanics for the Health and Fitness Professional	1	8	8
H1S1	34	Metabolic Considerations for Personal Trainers	0.5	4	7
H4TG	34	Physical Activity for Children	1	8	7
H4TL	34	Plan, Teach and Evaluate a Physical Activity Programme to Meet the Needs of Older Adults	2	16	7
DW5V	34	Plan, Teach and Evaluate a Water Based Exercise Session	2	16	7
H1S5	34	Planning & Management of Personal Training	1	8	7
FW61	34	Psychology of Sports Coaching	1	8	7
FW5W	34	Research in Sport and Fitness: An Introduction	1	8	7
FX9T	35	Strength and Conditioning for Sports Performance	1	8	8
FW60	34	Strength and Conditioning: An Introduction	1	8	7
DP2M	35	Managing Stress Through Exercise and Therapy	1.5	12	8
H4TM	34	Swimming Pool Lifeguard: Skills and Practice	1	8	7
D85F	34	Using Software Application Packages	1	8	7
HJ4W	34	Work Placement*	1	8	7
H8T2	33	Workplace Communication in English*	1	8	6

Centres should note that the following Units contained in the HND Structure comprise a Professional Development Award (PDA) in Personal Training. Learners achieving the HNC together with these Units below may gain access to the Register of Exercise Professionals at level 3.

## PDA Personal Training at SCQF level 7

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
H1S1	34	Metabolic Considerations for Personal Trainers	0.5	4	7
H1S2	34	Working Safely and Effectively with Clients (note this Unit is mandatory within HNC and HND)	0.5	4	7
H1S3	34	Core Strength and Posture	0.5	4	7
H1S4	34	Deliver Personal Training Sessions	1.5	12	7
H1S5	34	Planning & Management of Personal Training	1	8	7

### 3 Aims of the qualifications

The HNC/HND Fitness, Health and Exercise provide learners with an industry recognised qualification, and the knowledge and skills necessary to work as an exercise professional in a variety of contexts. It may also prepare learners who wish to work as Personal Trainers by allowing centres to incorporate a Professional Development Award in Personal Training (accredited by the Register of Exercise Professionals at level 3). Learners may progress onto a number of Degree Courses, including BSc Sports and Exercise Science or other higher education awards in related fields.

#### 3.1 General aims of the qualification

All HNC/HNDs have a range of broad aims that are generally applicable to all equivalent HE qualifications:

- 1 Developing critical and evaluative thinking and ability to manage and absorb large amounts of information.
- 2 Developing problem-solving.
- 3 Developing self-directed and self-reflective learners.
- 4 Developing the ability to be flexible and to work co-operatively within a team structure.
- 5 Developing transferable skills such as study and research skills, presentation techniques, personal effectiveness.
- 6 Enabling progression within the SCQF including progression to HE.
- 7 Providing opportunities for career planning and enhancing learners employment prospect.
- 8 Developing an individual's Core Skills profiles.

#### 3.2 Specific aims of the qualification (HNC)

- 9 Develop a sound understanding of the principles of Anatomy and Physiology in relation to fitness, health, and exercise.
- 10 Develop a sound understanding of the role which nutrition plays in Fitness, Health and Exercise.
- 11 Develop an awareness of the interdisciplinary nature of Fitness, Health, and Exercise.
- 12 Develop skills in the screening of clients in a Fitness, Health and Exercise setting.
- 13 Increase awareness of legislative changes and government initiatives in the area of Fitness, Health, and Exercise.

- 14 Develop and apply transferable exercise skills to analyse, plan and evaluate appropriate exercise regimes for a variety of clients.
- 15 Develop an evidence-based approach to programme planning.
- 16 Develop working practices to the current accepted professional standards.

### **3.3 Specific aims of the qualification (HND)**

- 17 Increase awareness of the interdisciplinary nature of Fitness and Health.
- 18 Develop skills in exercise application and leadership.
- 19 Develop understanding of the role of Fitness, Health and Exercise in contemporary society.
- 20 Develop an understanding of the need to involve participants fully in their own Fitness and Health development.
- 21 Apply the above in order to give ownership of programmes to individuals.
- 22 Develop and apply an open minded, critical and evaluative perspective enabling optimum customer service.
- 23 Develop and apply transferable exercise skills with specific populations.

### **3.4 Graded Units**

Graded Unit 1 will take the form of a project, where the learner is required to plan, develop and evaluate a work based investigation and analyse key operational issues that currently or may in the future, impact on a selected facility/organisation/client group/personal trainer.

Graded Unit 2 requires learners to plan, develop, and evaluate a practical case study which will analyse key fitness and health based issues that currently, or may in the future, impact on a selected client.

Projects will include both primary and secondary research, and draw on elements from most mandatory Units.

## **4 Recommended entry to the qualifications**

Entry to this qualification is at the discretion of the centre. The following information on prior knowledge, skills, experience or qualifications that provide suitable preparation for this qualification has been provided by the Qualification Design Team as guidance only.

Learners would benefit from having attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ Highers: minimum of two in academic subjects, preferably subject relevance
- ◆ NQ Units/SGAs: at SCQF level 6 in appropriate subject area (eg fitness/health)
- ◆ GCE 'A' Levels in appropriate subjects
- ◆ SVQ/NVQ/S/NVRQs at level 2 in appropriate subjects
- ◆ Occupationally relevant skills and experience
- ◆ Learners progressing from the HNC to the HND Fitness, Health and Exercise will be expected to have taken 3 extra SQA credits in their first year from those identified under the HND award.



## **4.1 Core Skills entry profile**

The Core Skill entry profile provides a summary of the associated assessment activities that exemplify why a particular level has been recommended for this qualification. The information should be used to identify if additional learning support needs to be put in place for learners whose Core Skills profile is below the recommended entry level or whether learners should be encouraged to do an alternative level or learning programme.

Whilst entry to the award is ultimately at the discretion of individual centres, it is anticipated that learners should have attained Core Skills at the following SCQF level prior to undertaking the award:

## **5 Additional benefits of the qualification in meeting employer needs**

This qualification was designed to meet a specific purpose and what follows are details on how that purpose has been met through mapping of the Units to the aims of the qualification. Through meeting the aims, additional value has been achieved by linking the Unit standards with those defined in National Occupational Standards and/or trade/professional body requirements. In addition, significant opportunities exist for learners to develop the more generic skill, known as Core Skills through doing this qualification.

## 5.1 Mapping of qualification aims to Units

Code	Unit title	Aims																						
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
H4T5 35	Applied Exercise Prescription for Specialist Population Groups	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
H4T6 35	Applied Fitness Assessment for Specialist Population Groups	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
H4T7 35	Applied Nutrition Assessment and Prescription	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
H1S3 34	Core Strength and Posture	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X					X	X	X
H4T8 35	Current Exercise Trends	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
H1S4 34	Deliver Personal Training Sessions	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X					X	X	X
H4T9 34	Exercise and Fitness: Health and Safety Management	X	X	X	X	X	X	X	X			X	X	X			X							
H4TA 35	Exercise for Pre and Post-natal Clients	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
H4TB 34	Exercise Physiology and Anatomy	X	X	X	X	X	X	X	X	X					X	X	X							
H4TC 34	Exercise Principles and Programming	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X							
FW5Y 34	First Aid for Sport and Fitness	X	X	X	X	X	X	X	X			X		X			X							
H4VL 34	Fitness, Health and Exercise: Graded Unit 1	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X							
H4VM 35	Fitness, Health and Exercise: Graded Unit 2	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
H4TD 34	Flexibility Training	X	X	X	X	X	X	X	X	X		X			X	X	X							
DK2K 34	Getting Started in Business	X	X	X	X	X	X	X	X								X	X						X
H4TE 34	Health Screening	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X							
H01A 34	Inclusive Sports Provision: An Introduction	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X							
FX9Y 35	Managing a Sport or Fitness Related Event	X	X	X	X	X	X	X	X			X	X	X	X		X							

Code	Unit title	Aims																							
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
DW64 35	Mechanics for the Health and Fitness Professional	X	X	X	X	X	X	X	X	X		X			X	X	X								
H1S1 34	Metabolic Considerations for Personal Trainers	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X						X	X	X
H4TF 34	Nutrition for Fitness, Health and Exercise	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X								
H4TG 34	Physical Activity for Children	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X								
H4TH 34	Plan, Teach and Evaluate Group Exercise Sessions	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
H4TJ 34	Plan, Teach and Evaluate Group Exercise with Music Sessions	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
H4TK 34	Plan, Teach and Evaluate Gym Based Exercise Sessions	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
H4TL 35	Plan, Teach and Evaluate a Physical Activity Programme to Meet the Needs of Older Adults	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
DW5V 34	Plan, Teach and Evaluate a Water Based Exercise Session	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
H1S5 34	Planning and Management of Personal Training	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X						X	X	X
FW61 34	Psychology of Sports Coaching	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X								
DD2P 35	Research Investigation in Sport	X	X	X	X	X	X	X	X			X				X	X	X						X	
FX9T 35	Strength and Conditioning for Sports Performance	X	X	X	X	X	X	X	X	X					X	X	X	X	X	X	X	X	X	X	
FW06 34	Strength and Conditioning: An Introduction	X	X	X	X	X	X	X	X	X					X	X	X								
DP2M 35	managing Stress Through Exercise and Therapy	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
H4TM 34	Swimming Pool Lifeguard: Skills and Practice		X	X	X	X		X	X			X		X			X							X	
D85F 34	Using Software Application Packages	X	X	X	X	X	X	X	X								X								

Code	Unit title	Aims																						
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
DV0M 34	Work Experience	X	X	X	X	X	X	X	X						X		X							
H1S1 34	Working Safely and Effectively with Clients	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X							
DE1K 33	Workplace Communication in English	X	X	X	X	X	X	X	X								X							

## 5.2 Mapping of National Occupational Standards (NOS) and/or trade body standards

Unit title: Anatomy and physiology for exercise and health	
Related NOS: Personal Training 2009 NOS	
Content	Evidence
<p><b>1 Understand the heart and circulatory system and its relation to exercise and health</b></p> <p>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.</p>	<p>1.1 H4TB34 O5            1.2 H4TB34 O5            1.3 H4TC 34 O1,2,3            1.4 H4TC 34 O1,2,3            1.5 H4TC 34 O1,2,3            1.6 H4TC 34 O1,2,3</p>
<p><b>2 Understand the musculoskeletal system and its relation to exercise</b></p> <p>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.</p>	<p>2.1 H4TB34 O3            2.2 H4TB34 O3            2.3 H4TB34 O3            2.4 H4TB34 O3            2.5 H4TB34 O3            2.6 H1S3 34 O1            2.7 H4TB34 O2/3            2.8 H4TB34 O2/3            2.9 H4TB34 O2/3            2.10 H1S3 34 O3</p>

Content	Evidence
<p><b>3 Understand postural and core stability</b></p> <p>3.1 Describe the structure and function of the stabilising ligaments and muscles of the spine.</p> <p>3.2 Describe local muscle changes that can take place due to insufficient stabilisation.</p> <p>3.3 Explain the potential effects of abdominal adiposity and poor posture on movement efficiency.</p> <p>3.4 Explain the potential problems that can occur as a result of postural deviations.</p> <p>3.5 Explain the impact of core stabilisation exercise and the potential for injury/aggravation of problems.</p> <p>3.6 Explain the benefits, risks and applications of the following types of stretching:</p> <ul style="list-style-type: none"> <li>◆ static (passive and active)</li> <li>◆ dynamic</li> <li>◆ proprioceptive Neuromuscular Facilitation</li> </ul>	<p>3.1–3.5 H1S3 34 O3</p> <p>3.6 H4TD 34 O1/2</p>
<p><b>4 Understand the nervous system and its relation to exercise</b></p> <p>4.1 Describe the specific roles of:</p> <ul style="list-style-type: none"> <li>◆ the central nervous system (CNS)</li> <li>◆ the Peripheral Nervous System (PNS) including somatic and autonomic systems</li> </ul> <p>4.2 Describe nervous control and transmission of a nervous impulse.</p> <p>4.3 Describe the structure and function of a neuron.</p> <p>4.4 Explain the role of a motor Unit.</p> <p>4.5 Explain the process of motor Unit recruitment and the significance of a motor Unit's size and number of muscle fibres.</p> <p>4.6 Explain the function of muscle proprioceptors and the stretch reflex.</p> <p>4.7 Explain reciprocal inhibition and its relevance to exercise.</p> <p>4.8 Explain the neuromuscular adaptations associated with exercise/training.</p> <p>4.9 Explain the benefits of improved neuromuscular coordination/efficiency to exercise performance.</p>	<p>4.1 H1S3 34 O3</p> <p>4.2 H4TB34 O3</p> <p>4.3 H4TB34 O3</p> <p>4.4 H4TB34 O3</p> <p>4.5 H4TB34 O3</p> <p>4.6 H4TB34 O3</p> <p>4.7 H4TB34 O3</p> <p>4.8 H4TB34 O3</p> <p>4.9 H1S3 34 O3</p>

Content	Evidence
<p><b>5 Understand the endocrine system and its relation to exercise and health</b></p> <p>5.1 Describe the functions of the endocrine system.</p> <p>5.2 Identify the major glands in the endocrine system.</p> <p>5.3 Explain the function of hormones including:</p> <ul style="list-style-type: none"> <li>◆ growth hormone</li> <li>◆ thyroid hormones</li> <li>◆ corticosteroids</li> <li>◆ catecholamines</li> <li>◆ insulin</li> <li>◆ glucagon</li> </ul>	<p>5.1–5.3 H1S1 34 O1</p>
<p><b>6 Understand energy systems and their relation to exercise</b></p> <p>6.1 Identify the contribution of energy according to:</p> <ul style="list-style-type: none"> <li>◆ duration of exercise/activity being performed</li> <li>◆ type of exercise/activity being performed</li> <li>◆ intensity of exercise/activity being performed</li> </ul> <p>6.2 Identify the by-products of the three energy systems and their significance in muscle fatigue.</p> <p>6.3 Describe the effect of endurance training/advanced training methods on the use of fuel for exercise.</p>	<p>6.1 H4TB34 O6</p> <p>6.2 H4TB34 O6</p> <p>6.3 H4TB34 O6</p>

Unit title: Health, safety and welfare in a fitness environment	
Content	Evidence
<p><b>1 Understand emergency procedures in a fitness environment</b></p> <p>1.1 Identify the types of emergencies that may occur in a fitness environment.</p> <p>1.2 Describe the roles that different staff and external services play during an emergency.</p> <p>1.3 Explain the importance of following emergency procedures calmly and correctly.</p> <p>1.4 Describe how to maintain the safety of people involved in typical emergencies, including children, older people and disabled people.</p>	<p><b>All:</b></p> <p>DD3034 All Outcomes DF8734 O3 H1S5 34O2,3</p>
<p><b>2 Understand health and safety requirements in a fitness environment</b></p> <p>2.1 Outline why health and safety is important in a fitness environment.</p> <p>2.2 Identify the legal and regulatory requirements for health and safety relevant to working in a fitness environment.</p> <p>2.3 Describe Duty of Care and professional role boundaries in relation to special population groups.</p> <p>2.4 Identify the typical roles of individuals responsible for health and safety in a fitness organisation.</p> <p>2.5 Describe the types of security procedures that may apply in a fitness environment.</p> <p>2.6 Describe the key health and safety documents that are relevant in a fitness environment.</p>	<p>2.1 DF8734 O2/3 H1S5 34 O2,3</p> <p>2.2 DF8734 O2/3</p> <p>2.3 DF8734 O2/3 H1S5 34 O2,3</p> <p>2.4 DF8734 O2/3 H1S5 34 O2,3</p> <p>2.5 DF8734 O2/3 H1S5 34 O2,3</p> <p>2.6 DF8734 O2/3</p>
<p><b>3 Understand how to control risks in a fitness environment</b></p> <p>3.1 Identify possible hazards in a fitness environment, relating to:</p> <ul style="list-style-type: none"> <li>◆ facilities</li> <li>◆ equipment</li> <li>◆ working practices, including lifting and handling of equipment</li> <li>◆ client behaviour</li> <li>◆ security</li> <li>◆ hygiene</li> </ul> <p>3.2 Describe how to risk assess the types of possible hazards in a fitness environment.</p> <p>3.3 Describe how to control risks associated with hazards in a fitness environment.</p> <p>3.4 Identify the appropriate person/position to contact within a fitness organisation when hazards and risks cannot be controlled personally.</p>	<p>3.1 DF8734 O3 H1S5 34O2,3</p> <p>3.2 DF8734 O3 H1S5 34O2,3</p> <p>3.3 DF8734 O3 H1S5 34O2,3</p> <p>3.4 DF8734 O3 H1S5 34O2,3</p> <p>See also</p> <p>H4TC34 O5, H4TG34 O4, H4TJ34 O1,2, H4TK34 O1,2, H4TA35 O2,3</p>



Content	Evidence
<p><b>4. Understand how to safeguard children and vulnerable adults</b></p> <p>4.1 Describe what is meant by safeguarding the welfare of children and vulnerable adults.</p> <p>4.2 Describe the responsibilities and limitations of a fitness instructor in regard to safeguarding children and vulnerable adults.</p> <p>4.3 Identify the types of abuse which an instructor may encounter: physical, emotional, neglect, bullying and sexual.</p> <p>4.4 Identify possible signs of abuse: physical, emotional, neglect, bullying and sexual.</p> <p>4.5 Describe a fitness organisation's policies and procedures in relation to safeguarding children and vulnerable adults, including typical reporting procedures.</p> <p>4.6 Describe the procedures to follow to protect oneself from accusations of abuse.</p> <p>4.7 Identify the statutory agencies responsible for safeguarding children and vulnerable adults.</p> <p>4.8 Explain when it may be necessary to contact statutory agencies.</p> <p>4.9 Describe how to maintain the confidentiality of information relating to possible abuse.</p>	<p>4.1–4.9 H1S2 34 O4</p> <p>See also H1S5 34 O2,3</p>

<b>Unit title:</b> Know how to support clients who take part in exercise and physical activity	
<b>Content</b>	<b>Evidence</b>
<p><b>1 Understand how to form effective working relationships with clients</b></p> <p>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.</p>	<p>1.1 H1S5 34 O2,3 H1S2 34 O1            1.2 H1S2 34 O1            1.3 H1S2 34 O2            1.4 H1S2 34 O1</p>
<p><b>2 Understand how to address barriers to exercise/physical activity that clients experience</b></p> <p>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.</p>	<p>2.1 H4TC 34 O3 H1S5 34O1,3            2.2 H4TC 34 O3 H1S5 34 O1,3            2.3 H4TC 34 O3 H1S5 34 O1,3            H1S2 34 O2,3            2.4 H4TC 34 O3 H1S5 34 O1,3            H1S2 34 O2,3</p>
<p><b>3 Understand how to support clients to adhere to exercise/physical activity</b></p> <p>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 review and revise short, medium and long term SMART goals.</p>	<p>3.1/3.2 H1S4 34 O1,3            H4TK34 O1,3            (Planning and evaluative sessions of all PTE Units) H4TC 34 O1,3            3.3/3.4/3.5 H4TC 34 O1,3            H1S2 34 O3            H1S4/5 34 All</p>
<p><b>4 Understand how to provide ongoing customer service to clients</b></p> <p>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.            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.</p>	<p>4.1–4.6 H1S2 34 All            H1S1 34 O3</p>

Unit title: Principles of exercise, fitness and health	
Content	Evidence
<p><b>1 Understand the effects of exercise on the body</b></p> <p>1.1 Describe cardiovascular and respiratory adaptations to endurance/aerobic training.</p> <p>1.2 Identify the short and long term effects of exercise on blood pressure.</p> <p>1.3 Describe the 'blood pooling' effect following exercise.</p> <p>1.4 Describe the effects of exercise on bones and joints including the significance of weight bearing exercise.</p> <p>1.5 Describe delayed onset of muscle soreness (DOMS).</p> <p>1.6 Identify exercises or techniques likely to cause delayed onset of muscle soreness.</p> <p>1.7 Describe the short and long term effects of different types of exercise on muscle.</p> <p>1.8 Describe different exercises that can improve posture.</p>	<p>1.1 H4TB 34 O2-5 H4TC 34 O1,2,4</p> <p>1.2 H4TB 34 O5 H4TC 34 O1,3</p> <p>1.3 H4TB 34 O3,5 H4TC 34 O1,4</p> <p>1.4 H4TB 34 O2,3 H4TC 34 O1</p> <p>1.5/1.6 H4TK34 O1,2 H4TB 34 2,3,6 H4TC 34 O1,4,5</p> <p>1.7 H4TB 34 O2-5</p> <p>1.8 All PTE Units H4TC 34 O1,3,4,5 H1S3 34 O3</p>
<p><b>2 Understand the components of fitness</b></p> <p>2.1 Define the components of health related fitness.</p> <p>2.2 Define the components of skill related fitness.</p> <p>2.3 Identify the factors that affect health and skill related fitness.</p>	<p>2.1 H4TC 34 O1</p> <p>2.2 H1S3 34 O2</p> <p>2.3 H4TC 34 O1,4 H1S3 34 O2 All PTE Units</p>

Content	Evidence
<p><b>3 Understand how to apply the principles and variables of fitness to an exercise programme</b></p> <p>3.1 Describe the physiological implications of:</p> <ul style="list-style-type: none"> <li>◆ specificity</li> <li>◆ progressive overload</li> <li>◆ reversibility</li> <li>◆ adaptability</li> <li>◆ individuality</li> <li>◆ recovery time</li> </ul> <p>3.2 Explain the principles of FITT (Frequency, Intensity, Time and Type).</p> <p>3.3 Explain the principles of a progressive training programme in developing components of fitness.</p> <p>3.4 Explain how to recognise when and how to regress a training programme.</p> <p>3.5 Explain the principles of adaptation, modification and progression for each component of FITT (Frequency, Intensity, Time and Type).</p> <p>3.6 Describe the effect of speed on posture, alignment and intensity.</p> <p>3.7 Describe the effect of levers, gravity and resistance on exercise.</p> <p>3.8 Describe the differences between programming exercise for physical fitness and for health benefits.</p>	<p>3.1–3.3 H4TC 34 O4 H1S5 34 O3,4 All PTE Units</p> <p>3.4 H1S5 34 O3,4 H1S4 34 O2,3,4 3.5 H4TC 34 O4 H1S5 34 O3,4 All PTE Units 3.6–3.7 H1S3 34 All 3.8 H4TC 34 O1,4 H1S5 34 O3,4 H1S4 34 O2,3,4</p>
<p><b>4 Understand the Exercise contraindications and key safety guidelines for special populations</b></p> <p>4.1 Describe the exercise contraindications and key safety guidelines for working with older people (50 plus).</p> <p>4.2 Describe the exercise contraindications and key safety guidelines for working with antenatal and postnatal clients.</p> <p>4.3 Describe the exercise contraindications and key safety guidelines for working with young people (14–16).</p> <p>4.4 Describe the key safety considerations for working with disabled people.</p>	<p>4.1–4.4 H1S2 34 O4 H4TC 34 O1,3 H1S5 34 O2</p> <p>See also H4TC34 O5, H4TG34 O4, H4TJ34 O1,2, H4TK34 O1,2, H4TA35 O2,3</p>
<p><b>5 Understand how to safely monitor exercise intensity</b></p> <p>5.1 Describe the benefits and limitations of different methods of monitoring exercise intensity including:</p> <ul style="list-style-type: none"> <li>◆ the talk test</li> <li>◆ Rate of Perceived Exertion (RPE)</li> </ul> <p>5.2 Heart rate monitoring and the use of different heart rate zones.</p>	<p>5.1/5.2 H4TC 34 O2,3,4 H4TK34 O1,2</p>

Content	Evidence
<p><b>6 Understand the health benefits of physical activity</b></p> <p>6.1 Describe the health benefits of physical activity.</p> <p>6.2 Describe the effect of physical activity on the causes of certain diseases including:</p> <ul style="list-style-type: none"> <li>a Coronary Heart Disease</li> <li>b Some cancers</li> <li>c Type 2 Diabetes</li> <li>d Hypertension</li> <li>e Obesity</li> <li>f Osteoporosis</li> </ul>	<p>6.1 H4TC 34 O1,3</p> <p>6.2 H4TC 34 O1,3 H1S5 34 O2</p>
<p><b>7 Understand the importance of healthy eating</b></p> <p>7.1 Describe the national food model/guide.</p> <p>7.2 Describe key healthy eating advice that underpins a healthy diet.</p> <p>7.3 Explain the importance of adequate hydration.</p> <p>7.4 Explain professional role boundaries in relation to offering nutritional advice.</p> <p>7.5 Explain the dietary role of the key nutrients.</p> <p>7.6 Identify the common dietary sources of the key nutrients.</p> <p>7.7 Describe the energy balance equation.</p> <p>7.8 Explain the health risks of poor nutrition.</p>	<p>7.1–7.7 H4TF 34 All</p> <p>7.4 H1S1 34 2,4</p>

Unit title: Programming personal training with clients	
Content	Evidence
<p><b>1 Understand how to prepare personal training programmes</b></p> <p>1.1 Describe the range of resources required to deliver a personal training programme, including:</p> <ul style="list-style-type: none"> <li>◆ environment for the session</li> <li>◆ portable equipment</li> <li>◆ fixed equipment</li> </ul> <p>1.2 Explain how to work in environments that are not specifically designed for exercise/physical activity.</p>	1.1/1.2 H1S5 34 O3,4
<p><b>2 Understand the importance of long term behaviour change for personal training</b></p> <p>2.1 Explain why it is important for clients to understand the advantages of personal training.</p> <p>2.2 Explain why it is important for a personal trainer to work together with clients to agree goals, objectives, programmes and adaptations.</p> <p>2.3 Explain the importance of long-term behaviour change in developing client fitness.</p> <p>2.4 Explain how to ensure clients commit themselves to long-term change.</p>	2.1–2.4 H1S2 34 O1,3 H1S5 34 O1,3
<p><b>3 Understand the principles of collecting information to plan a personal training programme</b></p> <p>3.1 Explain the principles of informed consent.</p> <p>3.2 Explain why informed consent should be obtained before collecting information for a personal training programme.</p> <p>3.3 Summarise the client information that should be collected when designing a personal training programme to include:</p> <ul style="list-style-type: none"> <li>◆ personal goals</li> <li>◆ lifestyle</li> <li>◆ medical history</li> <li>◆ physical activity history</li> <li>◆ physical activity likes and dislikes</li> <li>◆ motivation and barriers to participation</li> <li>◆ current fitness level</li> <li>◆ stage of readiness</li> <li>◆ posture and alignment</li> <li>◆ functional ability</li> </ul> <p>3.4 Explain how to select the most appropriate methods of collecting client information according to client need.</p> <p>3.5 Explain the legal and ethical implications of collecting client information, including confidentiality.</p>	3.1/3.2 H4TE 34 O1 3.2 H1S5 34 O1,3 3.3 H4TE 34 O1,2 H4TC 34 O4 H1S3 34 O3 3.4/3.5 H4TE 34 O1,2 H1S5 34 O1,3

Content	Evidence
<p><b>4 Understand how to screen clients prior to a personal training programme</b></p> <p>4.1 Explain how to interpret information collected from the client in order to identify client needs and goals.</p> <p>4.2 Explain how to analyse client responses to the Physical Activity Readiness Questionnaire (PAR-Q).</p> <p>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.</p> <p>4.4 Explain how and when personal trainers should refer clients to another professional.</p>	<p>4.1–4.4 H4TE 34 O1,2</p> <p>4.3 H1S5 34 O2</p> <p>4.4 H4TE 34 O1,2 H4TK34 O1,2,3</p> <p>See also H4TC34 O5, H4TG34 O4, H4TJ34 O1,2, H4TK34 O1,2, H4TA35 O2,3</p>
<p><b>5 Understand how to identify personal training goals with clients</b></p> <p>5.1 Explain how to identify clients' short, medium and long term goals to include:</p> <ul style="list-style-type: none"> <li>◆ general health and fitness</li> <li>◆ physiological</li> <li>◆ psychological</li> <li>◆ lifestyle</li> <li>◆ social</li> <li>◆ functional ability</li> </ul> <p>5.2 Identify when personal trainers should involve others, apart from their clients, in goal setting.</p> <p>5.3 Explain how to use specific, measurable, achievable, realistic and time bound (SMART) objectives in a personal training programme.</p>	<p>5.1 H4TE 34 O1,2 H4TC 34 O1,3 H1S5 34 O1,3</p> <p>5.2 H1S5 34 O2,4 H4TK34 O1,3 H4TC 34 O4,5</p> <p>5.3 H1S5 34 O1,3,4 H4TK34 O1 H4TC 34 O3,4,5</p>

Content	Evidence
<p><b>6 Understand how to plan a personal training programme with clients</b></p> <p>6.1 Identify credible sources of guidelines on programme design and safe exercise.</p> <p>6.2 Summarise the key principles of designing programmes to achieve short, medium and long term goals, including the order and structure of sessions.</p> <p>6.3 Describe a range of safe and effective exercises/physical activities to develop:</p> <ul style="list-style-type: none"> <li>◆ cardiovascular fitness</li> <li>◆ muscular fitness</li> <li>◆ flexibility</li> <li>◆ motor skills</li> <li>◆ core stability</li> </ul> <p>6.4 Explain how to include physical activities as part of the client's lifestyle to complement exercise sessions.</p> <p>6.5 Explain how to design programmes that can be run in environments not designed specifically for exercise.</p> <p>6.6 Identify when it might be appropriate to share the programme with other professionals.</p>	<p>6.1 H4TC 34 O4 H1S1 34 O2 H1S5 34 All</p> <p>6.2 H4TC 34 O1,3 H1S5 34 All H1S4 34 O2,3</p> <p>6.3 H4TC 34 O1,3,4 H1S5 34 All H1S4 34 O2,3 H4TK34 O1,2</p> <p>6.4 H4TC 34 O1,3,4 H1S5 34 All</p> <p>6.5 H1S5 34 All</p> <p>6.6 H4TC 34 O4 H1S1 34 O2 H1S5 34 All H4TK 34 O3</p>
<p><b>7 Understand how to adapt a personal training programme with clients</b></p> <p>7.1 Explain how the principles of training can be used to adapt the programme where:</p> <ul style="list-style-type: none"> <li>◆ goals are not being achieved</li> <li>◆ new goals have been identified</li> </ul> <p>7.2 Describe the different training systems and their use in providing variety and in ensuring programmes remain effective.</p> <p>7.3 Explain why it is important to keep accurate records of changes and the reasons for change.</p>	<p>7.1 H1S5 34 O4 H1S4 34 O4</p> <p>7.2 H1S5 34 O3 H4TK 34 O1 H4TC 34 O4</p> <p>7.3 H1S5 34 O3</p>



Content	Evidence
<p><b>8 Be able to collect information about clients</b></p> <p>8.1 Establish a rapport with the client.</p> <p>8.2 Explain own role and responsibilities to clients.</p> <p>8.3 Collect the information needed to plan a programme using appropriate methods, to include physical/fitness assessments.</p> <p>8.4 Show sensitivity and empathy to clients and the information they provide.</p> <p>8.5 Record the information using appropriate formats in a way that will aid analysis.</p> <p>8.6 Treat confidential information correctly.</p>	<p>8.1–8.6 H1S5 34 O3,4 H1S2 34 O1,2 H1S4 34 All</p> <p>8.3 H4TK 34 O1 H4TC 34 O2,4,5</p> <p>8.5/8.6 H1S5 34 O3,4 H1S4 34 All H4TC 34 O2,4,5 H4TE 34 O1,2</p>
<p><b>9 Be able to agree goals with clients</b></p> <p>9.1 Work with clients to agree short, medium and long-term goals appropriate to their needs.</p> <p>9.2 Ensure the goals are:</p> <ul style="list-style-type: none"> <li>◆ specific, measurable, achievable, realistic and time bound</li> <li>◆ consistent with industry good practice</li> </ul> <p>9.3 Agree with clients their needs and readiness to participate</p>	<p>9.1–9.3 H1S5 34 O1,3 H1S2 34 O3 H1S4 34 O3</p>
<p><b>10 Be able to plan a personal training programme with clients</b></p> <p>10.1 Plan specific Outcome measures, stages of achievement and exercises/physical activities that are:</p> <ul style="list-style-type: none"> <li>◆ appropriate to clients' goals and level of fitness</li> <li>◆ consistent with accepted good practice</li> </ul> <p>10.2 Ensure the components of fitness are built into the programme.</p> <p>10.3 Apply the principles of training to help clients to achieve short, medium and long term goals.</p> <p>10.4 Agree the demands of the programme with clients.</p> <p>10.5 Agree a timetable of sessions with clients.</p> <p>10.6 Agree appropriate evaluation methods and review dates.</p> <p>10.7 Identify the resources needed for the programme, including the use of environments not designed for exercise.</p> <p>10.8 Record plans in a format that will help clients and others involved to implement the programme.</p> <p>10.9 Agree how to maintain contact with the client between sessions.</p>	<p>10.1–10.9 H1S5 34 All</p> <p>10.2 H4TC 34 O4,5 H4TK 34 O1</p> <p>10.4–10.9 H1S4 34 All</p>

Content	Evidence
<p><b>11 Be able to manage a personal training programme</b></p> <p>11.1 Monitor effective integration of all programme exercises/physical activities and sessions.</p> <p>11.2 Provide alternatives to the programmed exercises/physical activities if clients cannot take part as planned.</p> <p>11.3 Monitor clients' progress using appropriate methods.</p>	<p>11.1 H1S5 34 All H1S4 34 All</p> <p>11.2 H1S4 34 All H4TK 34 O2,3</p> <p>11.3 H1S4 34 O2,4 H1S5 34 O4</p>
<p><b>12 Be able to review progress with clients</b></p> <p>12.1 Explain the purpose of review to clients.</p> <p>12.2 Review short, medium and long term goals with clients at agreed points in the programme, taking into account any changes in circumstances.</p> <p>12.3 Encourage clients to give their own views on progress.</p> <p>12.4 Use suitable methods of evaluation that will help to review client progress against goals and initial baseline data.</p> <p>12.5 Give feedback to clients during their review that is likely to strengthen their motivation and adherence.</p> <p>12.6 Agree review Outcomes with clients.</p> <p>12.7 Keep an accurate record of reviews and their Outcome.</p>	<p>12.1 H1S5 34 O1,3,4 H1S2 34 O1,2,3</p> <p>12.2 H1S5 34 O1,3,4 H1S4 34 O4</p> <p>12.3 H1S5 34 O1,3,4 H1S4 34 O4</p> <p>12.4 H1S5 34 O3,4 H1S4 34 O4 H4TK 34 O3</p> <p>12.5 H1S5 34 O4 H1S4 34 O4 H4TK 34 O3</p> <p>12.6 H1S5 34 O3,4 H1S4 34 O4 H4TK 34 O3 H1S2 34 O1</p> <p>12.7 H1S5 34 O4 H1S4 34 O4 H4TK 34 O3</p>
<p><b>13 Be able to adapt a personal training programme with clients</b></p> <p>13.1 Identify goals and exercises/physical activities that need to be redefined or adapted.</p> <p>13.2 Agree adaptations, progressions or regressions to meet clients' needs to optimise achievement.</p> <p>13.3 Identify and agree any changes to resources and environments with the client.</p> <p>13.4 Introduce adaptations in a way that is appropriate to clients and their needs.</p> <p>13.5 Record changes to programme plans to take account of adaptations.</p> <p>13.6 Monitor the effectiveness of adaptations and update the programme as necessary.</p>	<p>13.1–13.6 H1S5 34 O1,4 H1S4 34 O2,3,4</p>

Unit title: Delivering personal training sessions	
Content	Evidence
<p><b>1 Understand how to instruct exercise during personal training sessions</b></p> <p>1.1 Explain the importance of non-verbal communication when instructing clients.</p> <p>1.2 Describe how to adapt communication to meet clients' needs.</p> <p>1.3 Evaluate different methods of maintaining clients' motivation, especially when clients are finding exercises difficult.</p> <p>1.4 Explain the importance of correcting client technique.</p>	<p>1.1/1.2 H1S2 34 O2</p> <p>1.3 H1S2 34 O3 H1S4 34 O1,2,4</p> <p>1.4 H1S4 34 All H1S5 34 O2 H4TC 34 O5</p>
<p><b>2 Understand how to adapt exercise to meet client needs during personal training sessions</b></p> <p>2.1 Explain why it is important to monitor individual progress especially if more than one client is involved in the session.</p> <p>2.2 Describe different methods of monitoring clients' progress during exercise.</p> <p>2.3 Explain when it may be necessary to adapt planned exercises to meet clients' needs.</p> <p>2.4 Explain how to adapt exercise/exercise positions as appropriate to individual clients and conditions.</p> <p>2.5 Explain how to modify the intensity of exercise according to the needs and response of the client.</p>	<p>2.1–2.5 H1S4 34 O2,4</p> <p>2.4/2.5 H1S3 34 O1</p>
<p><b>3 Understand how to review personal training sessions with clients</b></p> <p>3.1 Explain why personal trainers should give clients feedback on their performance during a session.</p> <p>3.2 Explain why clients should be given the opportunity to ask questions, provide feedback and discuss their performance.</p> <p>3.3 Explain how to give clients feedback on their performance in a way that is accurate but maintains client motivation and commitment.</p> <p>3.4 Explain why clients need to see their progress against objectives in terms of their overall goals and programme.</p> <p>3.5 Explain why clients need information about future exercise and physical activity, both supervised and unsupervised.</p>	<p>3.1–3.3 H1S2 34 O1,2,3 All H1S5 34 O3,4 All H1S4 34 O2,3,4</p>

Content	Evidence
<p><b>4 Be able to plan and prepare personal training sessions</b></p> <p>4.1 Plan a range of exercises/physical activities to help clients achieve their objectives and goals, covering:</p> <ul style="list-style-type: none"> <li>◆ cardiovascular fitness</li> <li>◆ muscular fitness</li> <li>◆ flexibility</li> <li>◆ motor skills</li> <li>◆ core stability</li> </ul> <p>4.2 Identify, obtain and prepare the resources needed for planned exercises/physical activities, improvising safely where necessary.</p>	<p>4.1 H1S5 34 All H4TC 34 O5 H4TK 34 O1,2 H1S3 34 O3</p> <p>4.2 H1S5 34 All H1S4 34 O3 H4TC 34 O5 H4TK 34 O1,2</p>
<p><b>5 Be able to prepare clients for personal training sessions</b></p> <p>5.1 Help clients feel at ease in the exercise environment.</p> <p>5.2 Explain the planned objectives and exercises/physical activities to clients.</p> <p>5.3 Explain to clients how objectives and exercises/physical activities support their goals.</p> <p>5.4 Explain the physical and technical demands of the planned exercises/physical activities to clients.</p> <p>5.5 Explain to clients how planned exercise/physical activity can be progressed or regressed to meet their goals.</p> <p>5.6 Assess clients' state of readiness and motivation to take part in the planned exercises/physical activities.</p> <p>5.7 Negotiate and agree with clients any changes to the planned exercises/physical activities that:</p> <ul style="list-style-type: none"> <li>◆ meet their goals and preferences</li> <li>◆ enable them to maintain progress</li> </ul> <p>5.8 Record changes to clients plans.</p>	<p>5.1–5.7 H1S2 34 O1,2,3</p> <p>5.1 H1S4 34 O4 H4TC 34 O5 H4TK 34 O1,2</p> <p>5.2–5.8 H1S5 34 O3,4 H1S4 34 O2,3,4 H1S2 34 O3 H4TC 34 O5 H4TK 34 O1,2</p>

Content	Evidence
<p><b>6 Be able to instruct and adapt planned exercises</b></p> <p>6.1 Use motivational styles that:</p> <ul style="list-style-type: none"> <li>◆ are appropriate to the clients</li> <li>◆ are consistent with accepted good practice</li> </ul> <p>6.2 Explain the purpose and value of a warm-up to clients.</p> <p>6.3 Provide warm-ups appropriate to the clients, planned exercise and the environment.</p> <p>6.4 Make best use of the environment in which clients are exercising.</p> <p>6.5 Provide instructions, explanations and demonstrations that are technically correct, safe and effective.</p> <p>6.6 Adapt verbal and non-verbal communication methods to make sure clients understand what is required.</p> <p>6.7 Ensure clients can carry out the exercises safely on their own.</p> <p>6.8 Analyse clients' performance, providing positive reinforcement throughout.</p> <p>6.9 Correct techniques at appropriate points.</p> <p>6.10 Progress or regress exercises according to clients' performance.</p>	<p>6.1 H1S2 34 O1-3 H1S5 34 O3,4 H1S4 34 All</p> <p>6.2/6.3/6.5/6.8/6.9/6.10 H4TC 34 O5 H4TK 34 O2 H1S5 34 O3,4 H1S4 34 All</p> <p>6.4 H1S5 34 O3,4 H1S4 34 All</p> <p>6.6 H1S2 34 O2 H1S4 34 All</p> <p>6.7 H4TC 34 O5 H4TK 34 O2 H1S5 34 O2 H1S4 34 All</p>
<p><b>7 Be able to bring exercise sessions to an end</b></p> <p>7.1 Allow sufficient time for the closing phase of the session.</p> <p>7.2 Explain the purpose and value of cool-down activities to clients.</p> <p>7.3 Select cool-down activities according to the type and intensity of physical exercise and client needs and condition.</p> <p>7.4 Provide clients with feedback and positive reinforcement.</p> <p>7.5 Explain to clients how their progress links to their goals.</p> <p>7.6 Leave the environment in a condition suitable for future use.</p>	<p>7.1–7.4 H4TC 34 O5 H4TK 34 O2 H1S5 34 O3,4 H1S4 34 All</p> <p>7.5 H1S2 34 O2 H1S5 34 O3,4 H1S4 34 All H1S1 34 O4</p>
<p><b>8. Be able to reflect on providing personal training sessions</b></p> <p>8.1 Review the Outcomes of working with clients including their feedback.</p> <p>8.2 Identify:</p> <ul style="list-style-type: none"> <li>◆ how well the sessions met clients' goals</li> <li>◆ how effective and motivational the relationship with the client was</li> <li>◆ how well the instructing styles matched the clients' needs</li> </ul> <p>8.3 Identify how to improve personal practice.</p> <p>8.4 Explain the value of reflective practice.</p>	<p>8.1 H1S5 34 O4 H1S4 34 All H1S1 34 O4 H4TK 34 O3</p> <p>8.2–8.4 H4TK 34 O3 H1S5 34 O4 H1S4 34 O3,4 H1S1 34 O4</p>

Unit title: Applying the principles of nutrition to a physical activity programme	
Content	Evidence
<b>1 Understand the principles of nutrition</b>	
1.1 Describe the structure and function of the digestive system.	1.1 H4TF 34 O2
1.2 Explain the meaning of key nutritional terms including: <ul style="list-style-type: none"> <li>◆ diet</li> <li>◆ healthy eating</li> <li>◆ nutrition</li> <li>◆ balanced diet</li> </ul>	1.2 H4TF 34 O3
1.3 Describe the function and metabolism of: <ul style="list-style-type: none"> <li>◆ macro nutrients</li> <li>◆ micro nutrients</li> </ul>	1.3 H4TF 34 O1,2
1.4 Explain the main food groups and the nutrients they contribute to the diet.	1.4 H4TF 34 O1
1.5 Identify the calorific value of nutrients.	1.5 H4TF 34 O3 H4TB 34 O6
1.6 Explain the common terminology used in nutrition including: <ul style="list-style-type: none"> <li>◆ UK dietary reference values (DRV)</li> <li>◆ recommended daily allowance (RDA)</li> <li>◆ recommended daily intake (RDI)</li> <li>◆ glycemic Index</li> </ul>	1.6 H1S1 34 O2,3,4
1.7 Interpret food labelling information.	1.7 H1S1 34 O2,3,4
1.8 Explain the significance of healthy food preparation.	1.8 H4TF 34 O3
1.9 Explain the relationship between nutrition, physical activity, body composition and health including: <ul style="list-style-type: none"> <li>◆ links to disease/disease risk factors</li> <li>◆ cholesterol</li> <li>◆ types of fat in the diet</li> </ul>	1.9 H4TF 34 O3 H4TC 34 O1,3

Content	Evidence
<p><b>2 Understand key guidelines in relation to nutrition</b></p> <p>2.1 Identify the range of professionals and professional bodies involved in the area of nutrition.</p> <p>2.2 Explain key healthy eating advice that underpins a healthy diet.</p> <p>2.3 Describe the nutritional principles and key features of the National food model/guide.</p> <p>2.4 Define portion sizes in the context of the National food model/guide.</p> <p>2.5 Explain how to access reliable sources of nutritional information.</p> <p>2.6 Distinguish between evidence-based knowledge versus the unsubstantiated marketing claims of suppliers.</p>	<p>2.1,2.5,2.6 H1S1 34 O2,3 2.2–2.4 H4TF 34 O3</p>
<p><b>3 Understand nationally recommended practice in relation to providing nutritional advice</b></p> <p>3.1 Explain professional role boundaries with regard to offering nutritional advice to clients.</p> <p>3.2 Explain the importance of communicating health risks associated with weight loss fads and popular diets to clients.</p> <p>3.3 Evaluate the potential health and performance implications of severe energy restriction, weight loss and weight gain.</p> <p>3.4 Identify clients at risk of nutritional deficiencies.</p> <p>3.5 Explain how cultural and religious dietary practices can influence nutritional advice.</p> <p>3.6 Describe safety, effectiveness and contraindications relating to protein and vitamin supplementation.</p> <p>3.7 Explain why detailed or complex dietary analysis that incorporates major dietary change should always be referred to a Registered Dietician.</p>	<p>3.1–3.7 H1S1 34 O2,3</p>
<p><b>4 Understand the relationship between nutrition and physical activity</b></p> <p>4.1 Define the role of carbohydrate, fat and protein as fuels for aerobic and anaerobic energy production.</p> <p>4.2 Explain the components of energy expenditure and the energy balance equation.</p> <p>4.3 Explain how to calculate an estimate of Basal Metabolic Rate (BMR).</p> <p>4.4 Explain how to estimate energy requirements based on physical activity levels and other relevant factors.</p> <p>4.5 Identify energy expenditure for different physical activities.</p> <p>4.6 Evaluate the nutritional requirements and hydration needs of clients engaged in physical activity.</p>	<p>4.1 H4TF 34 O3 H4TB 34 O6 4.2–4.6 H4TF 34 O3 4.3–4.6 H1S1 34 O2–4 4.5,4.6 H4TC 34 O1,3 H4TF 34 O3</p>

Content	Evidence
<p><b>5 Understand how to collect information relating to nutrition</b></p> <p>5.1 Explain why it is important to obtain clients' informed consent before collecting nutritional information.</p> <p>5.2 Describe the information that needs to be collected to offer nutritional advice to clients.</p> <p>5.3 Explain the legal and ethical implications of collecting nutritional information.</p> <p>5.4 Describe different formats for recording nutritional information.</p> <p>5.5 Explain why confidentiality is important when collecting nutritional information.</p> <p>5.6 Describe issues that may be sensitive when collecting nutritional information.</p> <p>5.7 Explain different methods that can be used to measure body composition and health risk in relation to weight.</p>	<p>5.1, 5.3, 5.5 H4TE 34 O1</p> <p>5.2 H1S1 34 O3,4</p> <p>5.4 H1S1 34 O2-4</p> <p>5.5 H1S1 34 O2,3</p> <p>5.6 H1S1 34 O2,3</p> <p>5.7 H1S1 34 O3,4 H4TC 34 O1,2</p>
<p><b>6 Understand how to use nutritional information</b></p> <p>6.1 Describe basic dietary assessment methods.</p> <p>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.</p> <p>6.3 Describe how to interpret information gained from methods used to assess body composition and health risk in relation to weight.</p> <p>6.4 Explain how to sensitively divulge collected information and 'results' to clients.</p> <p>6.5 Explain how to recognise the signs and symptoms of disordered eating and healthy eating patterns.</p> <p>6.6 Describe the key features of the industry guidance note on 'Managing users with suspected eating disorders'.</p> <p>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.</p>	<p>6.1 H1S1 34 O2-4</p> <p>6.2 H1S1 34 O2-4</p> <p>6.3 H1S1 34 O3,4 H4TC 34 O1,2</p> <p>6.4 H1S2 34 O2 H1S1 34 O3,4</p> <p>H1S5 34 O4</p> <p>H4TE 34 O2</p> <p>6.5 H1S1 34 O2,3 H4TF 34 O3</p> <p>6.6 H1S1 34 O2,3</p> <p>6.7 H1S1 34 O2,3</p>



Content	Evidence
<p><b>7 Understand the principles of nutritional goal setting with clients</b></p> <p>7.1 Explain how to apply the principles of goal setting when offering nutritional advice.</p> <p>7.2 Explain how to translate nutritional goals into basic healthy eating advice that reflects current National guidelines.</p> <p>7.3 Explain when people other than the client should be involved in nutritional goal setting.</p> <p>7.4 Define which other people could be involved in nutritional goal setting.</p> <p>7.5 Identify the barriers which may prevent clients achieving their nutritional goals.</p> <p>7.6 Explain how to apply basic motivational strategies to encourage healthy eating and prevent non-compliance or relapse.</p> <p>7.7 Explain the need for reappraisal of clients' body composition and other relevant health parameters at agreed stages of the programme.</p>	<p>7.1 H1S1 34 O3,4 H1S5 34 O3</p> <p>7.2 H1S1 34 O3,4 H1S5 34 O3</p> <p>7.3 H1S1 34 O2,3</p> <p>7.4 H1S1 34 O2</p> <p>7.5 H4TC 34 O3 H1S1 34 O2,3,4 H1S5 34 O3</p> <p>7.6 H1S2 34 O1-3 H1S4 34 O1 H1S5 34 O3 H1S1 34 O4</p> <p>7.7 H1S2 34 O3 H1S1 34 O4 H1S5 34 O4 H1S4 34 O3,4</p>
<p><b>8 Be able to collect and analyse nutritional information</b></p> <p>8.1 Collect information needed to provide clients with appropriate healthy eating advice.</p> <p>8.2 Record information about clients and their nutritional goals in an approved format.</p> <p>8.3 Analyse collected information including nutritional needs and preferences in relation to the clients current status and nutritional goals.</p>	<p>8.1-8.3 H4TE 34 O1,2 H1S1 34 O3,4 H1S5 34 O3,4 H1S4 34 O3,4</p>
<p><b>9 Be able to apply the principles of nutrition to a physical activity programme</b></p> <p>9.1 Access and make use of credible sources of educational information and advice in establishing nutritional goals with clients.</p> <p>9.2 Design and agree nutritional goals that are compatible with the analysis, accepted good practice and national guidelines.</p> <p>9.3 Ensure that the nutritional goals support and integrate with other programme components</p> <p>9.4 Agree review points with the clients.</p> <p>9.5 Review the clients understanding of how to follow the nutritional advice as part of their physical activity programme.</p> <p>9.6 Monitor, evaluate and review the clients' progress towards their nutritional goals.</p>	<p>9.1-8.6 H4TE 34 O1,2 H1S1 34 O3,4 H1S5 34 O3,4 H1S4 34 O3,4</p>

### 5.3 Mapping of Core Skills development opportunities across the qualifications

The following Core Skills are signposted, which means learners will be developing aspects of Core Skills through teaching and learning approaches but not enough to attract automatic certification. All signposted Core Skills below are at SCQF level 5.

Unit code	Unit title	Communication		Numeracy		ICT		Problem Solving			Working with Others	
		Written	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
H4TB 34	Exercise Physiology and Anatomy	X		X	X	X	X	X	X	X		
H4TC 34	Exercise Principles and Programming	X	X	X	X	X	X	X	X	X	X	X
H4TF 34	Nutrition for Fitness, Health and Exercise	X	X	X	X	X	X	X	X	X		
H4TE 34	Health Screening	X	X	X			X	X	X	X	X	X
FW5Y 34	First Aid for Sport and Fitness	X	X					X	X	X	X	X
H4T9 34	Exercise and Fitness: Health and Safety Management	X	X			X	X	X	X	X	X	X
H4VL 34	Fitness, Health and Exercise: Graded Unit 1	X	X	X	X	X	X	X	X	X	X	X
H1S2 34	Working Safely and Effectively with Clients	X	X			X	X	X	X	X	X	X
H4T5 35	Applied Exercise Prescription for Specialist Population Groups	X	X	X	X	X	X	X	X	X	X	X
H4T6 35	Applied Nutrition Assessment and Prescription	X	X	X	X	X	X	X	X	X	X	X
H4VM 35	Fitness, Health and Exercise: Graded Unit 2	X	X	X	X	X	X	X	X	X	X	X

Unit code	Unit title	Communication		Numeracy		ICT		Problem Solving			Working with Others	
		Written	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
H4T6 35	Applied Fitness Assessment for Specialist Population Groups	X	X	X	X	X	X	X	X	X	X	X
DK2K 34	Getting Started in Business	X	X	X		X	X	X	X	X		
H4TJ 34	Plan, Teach and Evaluate Group Exercise with Music Sessions	X	X	X		X	X	X	X	X	X	X
H4TK 34	Plan, Teach and Evaluate Gym Based Exercise Sessions	X	X	X	X	X	X	X	X	X	X	X
H4TH 34	Plan, Teach and Evaluate Group Exercise Sessions	X	X	X	X	X	X	X	X	X	X	X
H4TM 34	Swimming Pool Lifeguard: Skills and Practice	X	X					X	X	X	X	X
DW5V 34	Plan, Teach and Evaluate a Water Based Exercise Session	X	X	X	X	X	X	X	X	X	X	X
H4TD 34	Flexibility Training	X	X				X	X	X	X	X	X
H4TG 34	Physical Activity for Children	X	X			X	X	X	X	X	X	X
H4TL 35	Plan, Teach and Evaluate a Physical Activity Programme to Meet the Needs of Older Adults	X	X	X	X	X	X	X	X	X	X	X
DE1K 33	Workplace Communication in English	X	X					X	X	X	X	X
H1S2 34	Using Software Application Packages	X	X	X	X	X	X	X				
DV0M 34	Work Experience	X	X	X	X	X	X	X	X	X	X	X
DP2M 34	Managing Stress Through Exercise and Therapy	X	X			X	X	X	X	X	X	X
H4TA 35	Exercise for Pre and Post-natal Clients	X	X			X	X	X	X	X	X	X

Unit code	Unit title	Communication		Numeracy		ICT		Problem Solving			Working with Others	
		Written	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
FX9Y 35	Manage a Sport or Fitness Related Event	X	X	X	X	X	X	X	X	X	X	X
DW64 35	Mechanics for the Health and Fitness Professional	X	X	X	X	X	X	X				
H4T8 35	Current Exercise Trends	X	X	X	X	X	X	X	X	X	X	X
FW5W 34	Research Investigation in Sport	X	X	X	X	X	X	X	X			
H1S1 34	Metabolic Considerations for Personal Trainers	X	X	X	X	X	X	X	X	X	X	X
H1S3 34	Core Strength and Posture	X	X	X	X	X	X	X	X	X	X	X
H1S4 34	Deliver Personal Training Sessions	X	X	X	X	X	X	X	X	X	X	X
H1S5 34	Planning and Management of Personal Training	X	X	X	X	X	X	X	X	X	X	X
FW60 34	Strength and Conditioning: An Introduction	X	X	X		X	X	X	X	X	X	X
FX9T 35	Strength and Conditioning for Sports Performance	X	X	X		X	X	X	X	X	X	X

## 5.4 Assessment Strategy for the qualifications

- ◆ *the recommended assessment method(s) for each Unit, bearing in mind that there may be more than one assessment in a Unit.*
- ◆ *the conditions in which the evidence must be produced, eg open/closed-book, length of time for assessment (if appropriate)*

Unit	Assessment					
	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6
Exercise Physiology and Anatomy	All Outcomes will be assessed by closed-book, restricted response papers conducted under supervised conditions					
Exercise Principles and Programming	Closed-book, restricted response papers conducted under supervised conditions		Practical assessment, followed by learner report	Combination of closed-book, restricted response papers conducted under supervised conditions, and extended project report	Extended project report, practical, and self evaluation	
Nutrition for Fitness, Health and Exercise	Extended response	Closed-book, restricted response papers conducted under supervised conditions	Closed-book, restricted response papers conducted under supervised conditions, open-book test and class presentation	Case studies		
Health Screening	Extended response case study	Extended response and practical				
First Aid for Sport and Fitness	Oral Assessment	Practical exercise supported by oral assessment				

Unit	Assessment					
	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6
Exercise and Fitness: Health and Safety Management	Restricted response /short answer questions: open- book assessment	Case study: open-book assessment				
Fitness, Health and Exercise: Graded Unit 1	Extended response answer	Extended response answer	Extended response answer			
Working Safely and Effectively with Clients	Restricted response questions or case studies conducted under supervised, closed-book conditions		Supervised, closed-book conditions			
Applied Exercise Prescription for Specialist Population Groups	Extended response answer	Extended response answer	Practical application of materials generated for Outcomes 1/2			
Applied Nutrition Assessment and Prescription	Extended response answer	Extended response/case studies	Extended response answer	Extended response answer		
Fitness, Health and Exercise: Graded Unit 2	Extended response answer	Extended response answer	Extended response answer			
Applied Fitness Assessment for Specialist Population Groups	Extended response answer	Practical assessment	Report on practical case studies	Extended response answer		
Getting Started in Business	Extended response answers in portfolio of evidence covering all Outcomes					
Plan, Teach and Evaluate Group Exercise with Music Sessions	Extended response answer covering planning for session/s	Practical delivery of session planned in Outcome 1	Evaluation of session delivered in Outcome 2			

Unit	Assessment					
	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6
Plan, Teach and Evaluate Gym Based Exercise Sessions	Extended response answer covering planning for session/s	Practical delivery of session planned in Outcome 1	Evaluation of session delivered in Outcome 2			
Plan, Teach and Evaluate Group Exercise Sessions	Extended response answer covering planning for session/s	Practical delivery of session planned in Outcome 1	Evaluation of session delivered in Outcome 2			
Swimming Pool Lifeguard: Skills and Practice	Oral or multiple choice questions assessed under controlled, supervised conditions	Performance evidence				
Plan, Teach and Evaluate a Water Based Exercise Session	Extended response answer covering planning for session/s	Practical delivery of session planned in Outcome 1	Evaluation of session delivered in Outcome 2			
Flexibility Training	Restricted response /short answer questions in the form of a closed-book assessment	Restricted response/short answer questions in the form of a closed-book assessment	Practical assessment carried out under supervised conditions			

Unit	Assessment					
	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6
Using Software Application Packages	Performance evidence	Project/Case study				
Work Experience	Portfolio of evidence demonstrating planning, undertaking and evaluation of a work placement					
Managing Stress Through Exercise and Therapy	Extended response answer	Extended response answer/case study	Extended response answer/case study	Performance evidence and evaluation		
Exercise for Pre and Post-natal Clients	Restricted response/short answer questions in the form of a closed-book assessment	Restricted response/short answer questions in the form of a closed-book assessment	Extended response answer/case study	Performance evidence and evaluation		
Manage a Sport or Fitness Related Event	Portfolio of evidence demonstrating planning, undertaking and evaluation of a sport or fitness related event					
Mechanics for the Health and Fitness Professional	Restricted response/short answer questions in the form of a closed-book assessment	Restricted response/short answer questions/case study	Restricted response/short answer questions/case study	Restricted response/short answer questions/case study/performance analysis		
Current Exercise Trends	Performance evidence	Extended response answer	Extended response answer	Extended response answer		
Research in Sport and Fitness: An Introduction	Extended response answer	Extended response answer	Presentation			



Unit	Assessment					
	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6
Metabolic Considerations for Personal Trainers	Restricted response/short answer questions in the form of a closed-book assessment	Restricted response/short answer questions in the form of a closed-book assessment	Restricted response/short answer/case study questions in the form of a closed-book assessment	Practical case study		
Core Strength and Posture	Supervised, Closed-book Conditions related to case studies	Restricted response/short answer questions in the form of a closed-book assessment	Restricted response/short answer questions in the form of a closed-book assessment			
Deliver Personal Training Sessions	Portfolio of evidence demonstrating planning, undertaking and evaluation of a programme of personal training					
Planning & Management of Personal Training	Restricted response questions or as a series of case studies			Extended case study		
Strength and Conditioning: An Introduction	Restricted response questions or as a series of case studies	Extended response answer	Performance evidence			
Strength and Conditioning for Sports Performance	Extended response answer relating to a case study	Performance evidence of Planning, delivery and evaluation of a session	Performance evidence			

## 6 Guidance on approaches to delivery and assessment

### 6.1 Sequencing/integration of Units

Best possible delivery is based on a 4-block system (2 blocks per semester), though it is appreciated that many centres use a two semester approach. Both allow for some essential underpinning knowledge and introduction of practical skill to be front-loaded so that development of skills can occur once initial competence has been gained. Below is an indication of a delivery schedule for HNC:

Unit and Credit Value	2 Semester/4 blocks			
	Hours per week			
	1	2	3	4
Exercise Physiology and Anatomy	2	2	2	2
Exercise Principles and Programming	2	2	2	2
Nutrition for Fitness, Health and Exercise	1	1	1	1
Health Screening	2			
First Aid for Sport and Fitness		2		
Exercise and Fitness: Health and Safety Management			2	
Fitness, Health and Exercise: Graded Unit 1			2	2
Working Safely and Effectively with Clients				2
Plan, Teach and Evaluate Gym Based Exercise Sessions	2	2	2	2
Plan, Teach and Evaluate Group Exercise Sessions	2	2	2	2

### 6.2 Recognition of Prior Learning

SQA recognises that learners gain knowledge and skills acquired through formal, non-formal and informal learning contexts.

In some instances, a full Group Award may be achieved through the recognition of prior learning. However, it is unlikely that a learner would have the appropriate prior learning and experience to meet all the requirements of a full Group Award.

The recognition of prior learning may **not** be used as a method of assessing in the following types of Units and assessments:

- ◆ HN Graded Units
- ◆ Course and/or external assessments
- ◆ Other integrative assessment Units (which may or not be graded)
- ◆ Certain types of assessment instruments where the standard may be compromised by not using the same assessment method outlined in the Unit
- ◆ Where there is an existing requirement for a licence to practice
- ◆ Where there are specific health and safety requirements
- ◆ Where there are regulatory, professional or other statutory requirements
- ◆ Where otherwise specified in an Assessment Strategy

More information and guidance on the *Recognition of Prior Learning* (RPL) may be found on our website [www.sqa.org.uk](http://www.sqa.org.uk).

The following sub-sections outline how existing SQA Unit(s) may contribute to this Group Award. Additionally, they also outline how this Group Award may be recognised for professional and articulation purposes.

### **6.2.1 Articulation and/or progression**

Many colleges have developed strong links with universities in order to facilitate progression for learners. This is an ever changing landscape dictated by current funding structures, so the best way to find out what opportunities are locally available is for learners to discuss requirements with their own centre.

By far the most common progression for learners is to progress from HNC onto BSc Sport and Exercise Science (Year 2), or from HND onto BSc Sport & Exercise Science (Year 3). In order to do this learners will be required to pass all Units in the HNC appropriate course, and gain an 'A' pass in Graded Units.

### **6.2.2 Professional recognition**

The HNC award is currently endorsed by the Register of Exercise Professionals (REPS) as long as all criteria are adhered to and the learner completes either the 'Plan Teach, and Evaluate Gym Based Exercise Sessions' or 'Plan Teach, and Evaluate Exercise to Music Sessions'. This gives access to the Register at level 2. If learners complete the HNC award as above, with the addition of the PDA Personal Training Units then they will be recognised by REPs at level 3.

The inclusion of National Occupational Standards as an underpinning element in the course design amplifies the requirement to ensure that learners should be given every opportunity to work with real clients and in real work environments. Many of the Units make reference to this fact, and most of the areas where learners are working with population groups other than healthy adults up to the age of 64 require hands on experience to fulfill assessment conditions. Whilst the *Work Experience* Unit is not mandatory, centres should strongly consider its inclusion in order that learners complete the course with practical knowledge of the work environment.

The Professional Development Award in Personal Training at SCQF level 7 has been developed to complement this award. Learners completing the core HNC Units, including '*Plan, Teach, and Evaluate Gym Based Exercise Sessions*' will be recognised for this award — whilst the Units in the PDA are included as options in the HND Fitness, Health and Exercise, centres are reminded that the PDA (and its component Units) may also be offered as a standalone qualification for those learners who may be eligible. If learners complete the HNC award as above, with the addition of the PDA Personal Training Units then they will be recognised by REPs at level 3.

### 6.2.3 Credit transfer

Old Unit	New Unit	Transfer Detail
H4TB 34 — Exercise Physiology and Anatomy	Exercise Physiology and Anatomy	Direct Transfer
H4TC 34 — Exercise Principles and Programming	Exercise Principles and Programming	Indirect Transfer, but learners will have to fulfill the requirements of the material on Behaviour Change
H4TF 34 — Nutrition for Fitness, Health and Exercise	Nutrition for Fitness, Health and Exercise	Direct Transfer
H4TE 34 — Health Screening	Health Screening	Direct Transfer
DD30 34 — First Aid for Sport	FW5Y 34 — First Aid for Sport and Fitness	Direct Transfer
DF87 34 — Health and Safety Legislation: An Introduction	Exercise and Fitness: Health and Safety Management	Direct Transfer (New Unit is less detailed than old Unit, and contains less emphasis on Case Law and Legal Precedent)
DW6934 — Fitness, Health and Exercise: Graded Unit 1	Fitness, Health and Exercise: Graded Unit 1	Direct Transfer
	Working Safely and Effectively with Clients	There is no previous Unit. Learners who do not have this Unit will need to take it
Applied Exercise Prescription for Specialist Population Groups	Applied Exercise Prescription for Specialist Population Groups	Direct Transfer
Applied Nutrition and Health Assessment	Applied Nutrition Assessment and Prescription	Direct Transfer
Fitness, Health and Exercise: Graded Unit 2	Fitness, Health and Exercise: Graded Unit 2	Direct Transfer
Applied Fitness Assessment for Specialist Population Groups	Applied Fitness Assessment for Specialist Population Groups	Direct Transfer
DK2K 34 — Getting Started in Business	DK2K 34 — Getting Started in Business	This Unit is the same
H4TJ 34 — Plan, Teach and Evaluate a Group Exercise with Music Session	Plan, Teach and Evaluate Group Exercise with Music Sessions	Direct Transfer
H4TK 34 — Plan, Teach and Evaluate a Gym Based Exercise Session	Plan, Teach and Evaluate Gym Based Exercise Sessions	Direct Transfer
	Plan, Teach and Evaluate Group Exercise Sessions	There is no previous Unit
H4TM 34 — Swimming Pool Lifeguard: Skills and Practice	Swimming Pool Lifeguard: Skills and Practice	Direct Transfer

Old Unit	New Unit	Transfer Detail
DW5V 34 — Plan, Teach and Evaluate a Water Based Exercise Session	Plan, Teach and Evaluate a Water Based Exercise Session	Direct Transfer
H4TD 34 — Stretch Training	Flexibility Training	Direct Transfer
D85F 34 — Using Software Application Packages	Using Software Application Packages	This Unit is the same
DV0M 34 — Work Experience	Work Experience	This Unit is the same
DE1K 33	Workplace Communication in English	This Unit is the same
DD35 34 — Psychology of Sports Coaching	FW6134Psychology of Sports Coaching	Direct Transfer
DP2M 35 — Managing Stress through Exercise and Therapy	Managing Stress Through Exercise and Therapy	Direct Transfer
H4TA 35 — Exercise for Pre and Post-natal Clients	Exercise for Pre and Post-natal Clients	Direct Transfer
DA8X 35 — Event Management in Sport	Manage a Sport or Fitness Related Event	Direct Transfer
H4TG 34 — Physical Activity for Children	Physical Activity for Children	Direct Transfer
H4TL 34 — Plan, Teach and Evaluate a Physical Activity Programme to Meet the Needs of Older Adults	Plan, Teach and Evaluate a Physical Activity Programme to Meet the Needs of Older Adults	Indirect Transfer, but learners will have to fulfill additional requirements
DW64 35 — Mechanics for the Health and Fitness Professional	Mechanics for the Health and Fitness Professional	Direct Transfer
H4T8 35 — Current Exercise Trends	Current Exercise Trends	Indirect Transfer, but learners will have to fulfill additional requirements
Research Investigation in Sport	Research in Sport and Fitness: An Introduction	Direct Transfer
	Metabolic Considerations for Personal Trainers	There is no previous Unit
	Core Strength and Posture	There is no previous Unit
	Deliver Personal Training Sessions	There is no previous Unit
	Planning & Management of Personal Training	There is no previous Unit
	Strength and Conditioning: An Introduction	This Unit is in the framework for Coaching and Developing Sport
	Strength and Conditioning for Sports Performance	This Unit is in the framework for Coaching and Developing Sport
DD2H 35 — Assisting Sports for Disability	H01A 34 — Inclusive Sports Provision: An Introduction	

### 6.3 Opportunities for e-assessment

E-assessment involves the use of digital devices to assist in the construction, delivery, storage or recording of student assessment tasks/responses and/or feedback.

E-assessment can utilise many formats, including text documents or portable document formats, multimedia formats such as sound, video or images; it can involve complex simulations or games; it can also be undertaken by students in groups or individually

Assessors can use IT to construct assessment tasks, to deliver these tasks to the relevant students, to record and provide feedback and results, analyse students' responses, and ultimately provide feedback to the assessor.

E-assessment can be used as part of a learning management system such as *Moodle* or as a standalone application. Electronic assessments can be accessed by students anywhere and anytime or they can be isolated on local computers/networks with limited access gateways.

Key e-assessment types used may be:

- ◆ Diagnostic — may be used to establish a baseline for standards within a course, allowing learners to identify specific learning activities and allow tutors/assessors to highlight core principles and key concepts that are critical for learning.
- ◆ Formative — when used with appropriate feedback such methods have a significant impact on learning and develop student performance in subsequent summative tasks. Summative assessment tasks generally generate a measure of success.

Options for e assessment include (but are not limited to):

- ◆ Online quizzes, e-portfolios and simulations to gather assessment evidence.
- ◆ Use of management information systems to record assessment Outcomes and monitor learners progress.
- ◆ Online logs, wikis and blogs to provide assessment feedback.
- ◆ Mobile devices to support workplace assessment.
- ◆ Web conferencing to verify and standardise assessment processes/Outcomes.

Although there are not currently specific materials available, many of the Units may lend themselves to the use of the above methods.

### 6.4 Support materials

ASPs have been produced for all core Units in HNC/HND award.

## 7 General information for centres

### Equality and inclusion

The Unit specifications making up this Group Award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

### Internal and external verification

All instruments of assessment used within this/these qualification(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* ([www.sqa.org.uk/GuideToAssessment](http://www.sqa.org.uk/GuideToAssessment)).

## 8 Glossary of terms

**Embedded Core Skills:** is where the assessment evidence for the Unit also includes full evidence for complete Core Skill or Core Skill components. A learner successfully completing the Unit will be automatically certificated for the Core Skill. (This depends on the Unit having been successfully audited and validated for Core Skills certification.)

**Finish date:** The end of a Group Award's lapsing period is known as the finish date. After the finish date, the Group Award will no longer be live and the following applies:

- ◆ learners may not be entered for the Group Award
- ◆ the Group Award will continue to exist only as an archive record on the Awards Processing System (APS)

**Graded Unit:** Graded Units assess learners' ability to integrate what they have learned while working towards the Units of the Group Award. Their purpose is to add value to the Group Award, making it more than the sum of its parts, and to encourage learners to retain and adapt their skills and knowledge.

**Lapsing date:** When a Group Award is entered into its lapsing period, the following will apply:

- ◆ the Group Award will be deleted from the relevant catalogue
- ◆ the Group Award specification will remain until the qualification reaches its finish date at which point it will be removed from SQA's website and archived
- ◆ no new centres may be approved to offer the Group Award
- ◆ centres should only enter learners whom they expect to complete the Group Award during the defined lapsing period

**SQA credit value:** The credit value allocated to a Unit gives an indication of the contribution the Unit makes to an SQA Group Award. An SQA credit value of 1 given to an SQA Unit represents approximately 40 hours of programmed learning, teaching and assessment.

**SCQF:** The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at [www.scqf.org.uk](http://www.scqf.org.uk).

**SCQF credit points:** SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the Framework. One National Unit credit is equivalent to 6 SCQF credit points. One National Unit credit at Advanced Higher and one Higher National Unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

**SCQF levels:** The level a qualification is assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. HNCs and HNDs are available at SCQF levels 7 and 8 respectively. Higher National Units will normally be at levels 6–9 and Graded Units will be at level 7 and 8. National Qualification Group Awards are available at SCQF levels 2–6 and will normally be made up of National Units which are available from SCQF levels 2–7.

**Subject Unit:** Subject Units contain vocational/subject content and are designed to test a specific set of knowledge and skills.



**Signposted Core Skills:** refers to opportunities to develop Core Skills arise in learning and teaching but are not automatically certificated.

## History of changes

It is anticipated that changes will take place during the life of the qualification and this section will record these changes. This document is the latest version and incorporates the changes summarised below. Centres are advised to check SQA's APS Navigator to confirm they are using the up to date qualification structure.

**NOTE:** Where a Unit is revised by another Unit:

- ◆ No new centres may be approved to offer the Unit which has been revised.
- ◆ Centres should only enter learners for the Unit which has been revised where they are expected to complete the Unit before its finish date.

Version Number	Description	Date
04	<b>Revision of Unit:</b> DV0M 34 Work Experience has been replaced in HND framework by HJ4W 34 Work Placement and will finish on 31/07/2019.	29/03/2017
03	Revision of Unit: DE1K 33 Workplace Communication in English has been revised by H8T2 33 Workplace Communication in English	23/07/2015
02	<b>Revision of Unit:</b> DK2K 34 Getting Started in Business <i>has been revised by H7V4 34 Preparing to Start a Business and will finish on 31/07/2016.</i>	20/01/2015

## Acknowledgement

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of this qualification.

## 9 General information for learners

This section will help you decide whether this is the qualification for you by explaining what the qualification is about, what you should know or be able to do before you start, what you will need to do during the qualification and opportunities for further learning and employment.

The HNC/HND in Fitness, Health and Exercise award has been designed with mandatory and optional Units at SCQF levels 7 and 8. Each Unit can be taken on its own without completing the Group Award.

Each Unit specification gives detailed information on the purpose of the Unit and details the activities which will enable you to combine essential knowledge and practical skills to be achieved on completion of the Units. Mandatory Units in the HNC/HND lead to a wide variety of knowledge and skills which underpin the day to day functions of a health and fitness professional, including:

- ◆ exercise programming
- ◆ client consultation
- ◆ planning, delivery and evaluation of a wide range of fitness activities for both individuals and groups
- ◆ fitness considerations
- ◆ sports mechanics.
- ◆ anatomy and physiology
- ◆ health and safety requirements

You may decide also to undertake other fitness related awards, which may include:

- ◆ SVQ awards (Fitness instruction)
- ◆ PDA awards (Personal Training)

Successful completion of the HNC award leads to Certification by REPs (the Register of Exercise Professionals) at level 2, and this, when combined with the PDA in Personal Training, leads to accreditation at level 3.

You may elect to continue in Higher Education and some Universities will accept HNC holders into the 2nd year, and HND holders onto the 3rd year of their courses, though this varies from one institution to another. Many colleges have strong local partnerships with both higher education institutions and industry, and have well developed access to placements with local employers.

You will be expected to do a substantial amount of work outside the centre but you will be supported in these tasks. Assessment tasks will be varied and include closed and open-book assessments, practical assessments, projects, and oral work. At HNC you will undertake a Graded Unit (an extended piece of research), and at HND a similar, but more detailed and extended piece of work. While the study is a full time course, some study will be on your own: you will be expected to do a minimum of one hour outside the classroom for every hour you are formally taught.

At the end of your course you will have developed a number of skills which are essential in the health and fitness industry. These should include:

**Reading** — you'll need to understand complex materials.

**Numeracy** — numbers underpin the role of the fitness professional — sets, reps, heart rate, angles, forces and weights are just the beginning.

**Written Communication** — you have a responsibility to help people achieve their health and fitness goals. If you can't communicate effectively with your clients, then you won't be able to achieve the best results for them. You'll need to be confident that any materials you produce are accurate, understandable and professional.

**Oral Communication** — using language to share/gain information, give instructions, share your thoughts, understand clients/customers, ensure health and safety.

**Working with Others** — interacting with clients, customers, and colleagues to complete tasks.

**Thinking/Problem Solving** — reviewing information to make decisions.

**The ability to motivate** your clients to push themselves, to stick to a regime and to live a healthy lifestyle underpins much of what you will study. In order to be able to motivate a client, you need to have the ability to assess their personality traits and work out how and what they respond to.

**IT Use** — using IT/technical tools, tablets and smartphones will enable you to communicate effectively and enhance your effectiveness.

**Continuous learning** — and development for both for you and your clients.

A career as an exercise professional can be extremely rewarding, but knowing what you should have achieved by the end of the course enables you to set your sights high.