XSQA

Group Award Specification for:

Professional Development Award in Personal Training at SCQF level 7

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Contents

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, employers and HEIs of the aims and purpose of the qualification
♦ provide details of the range of learners the qualification is suitable for and progression opportunities

The title of this PDA has been chosen to reflect the CIMSPA Professional Standard for Personal Trainer and the National Occupational Standard in Personal Training. It reflects the nature of work carried out by those who provide this service to clients, and reflects the objective of developing the short, medium and long term goals of people in a health and/or fitness context. The level reflects that the qualification is targeted at those who have knowledge, experience, and existing qualifications related to working in this sector. The term, 'Personal Training' is readily understood in the sector.

Rationale

The development of this new award was initiated by demand from the sector, and the increasing need for persons (either in a self-employed or other context) to achieve recognition with Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) This organisation is a part of the Sector Skills Council Skillsactive and has recognition across the world.

The Professional Development award in Personal Training at SCQF level 7 is a new award and is designed for individuals who will be involved in the delivery of personal training services. This award will provide individuals with the opportunity to improve their knowledge, skills and understanding needed to work with personal training clients in a variety of settings. The award provides an additional training opportunity for learners who have already achieved or are working towards the HNC award in Fitness, Health and Exercise — although designed to develop specialist skills and knowledge, each component Unit will allow learners to enhance professional practice, evidence continuing professional development, and to encourage the development of reflective practice. The award also seeks to develop in learners an awareness of what constitutes good practice and how this may be promoted.

Background to the Development

SQA has actively worked to bring its Fitness Qualifications into line with the National Occupational Standards and CIMSPA Professional Standards. This means that successful graduates from programmes can join CIMSPA to register and achieve national and international recognition for their skills. The HNC Fitness, Health and Exercise has been aligned with Gym Instructor Practitioner Professional Standard from August 2022, and a logical progression for learners is to allow further professional development and access to additional CIMSPA Professional Standards.

The development of this PDA is set against the backdrop of this, and other significant external factors:

♦ The development by the UK Government of a set of guidelines for exercise and 'healthy' activity to try maintain a healthy population (**http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_127931**)
♦ The ongoing problems highlighted by the Scottish Health Survey (**http://www.scotland.gov.uk/Topics/Statistics/Browse/Health/scottish-health-survey**)
♦ The Sector Skills Council (Skillsactive), the Fitness Industry Association (representing employers), and the current suite of awards in Fitness have established a set of values and principles that underpin all qualifications within this area — these are to:
  — Provide clarification and recognition of qualifications that meet agreed national standards available in the fitness industry.
  — Provide confidence in the quality of services provided by fitness professionals.
  — To safeguard the livelihood of professionals who have invested time and money into their education.
  — To protect the public from individuals who do not meet nationally recognised standards.

SQA recognises the need to provide appropriate training and Continuing Professional Development (CPD) for all persons employed within the Health and Fitness Industry. This occupationally-specific PDA meets a significant gap in providing a certificated qualification at this level for workers in this sector, and sits within an established framework of SQA qualifications for the sector.

The Qualifications Development Team (QDT) involved in the design of the award includes representation and input from organisations across Scotland providing Personal Training services in the public sector.

Nature, Context and Purpose of Personal Training

The purpose of Personal Training is to provide targeted training, agreed with an individual, which will provide a means to achieving short, medium and long term health and/or fitness goals. While on first glance this may seem a strange area for a professional development award, the skillset required by practitioners operating in this field is vast. It may include knowledge about:

♦ Working with older adults.
♦ Working with young people and vulnerable adults.
♦ Working with persons with disability.
♦ Working with post/ante natal clients.
♦ Developing skills to deal with Health and Safety considerations in environments not specifically designed for exercise.
♦ Promoting choice by giving accurate information on activities which will help clients achieve their targets.
♦ Building self-esteem and self-confidence.
♦ Creating learning and developing new skills.

The scope and diversity of Personal Training has had to expand to meet the growing needs of clients in the face of significant changes in lifestyle, health status, employment difficulties, reforms to the National Health Service, and a changing economic climate.

Personal Training promotes diversity and equality of opportunity for clients, engages directly with clients, and helps foster a sense of individual empowerment in terms of the promotion and adherence to a healthy lifestyle. Ultimately it is an empowering process and provides the opportunity for clients to exercise power in decision making, following through and taking responsibility to reach their potential. These are very much the values propounded by the Scottish Physical Activity and Health Alliance (**http://www.paha.org.uk/**)

It allows the practitioner to engage with client(s) to enable him/her to take advantage of opportunities and to realise their potential and address challenges creatively. By utilising multiple approaches, Personal Training can enable clients who might otherwise struggle to maintain a healthy, balanced lifestyle to improve the quality (and quantity) of their life.

The delivery of Personal Training services has several essential definitive features:

♦ The work must build from where the client is, ie respecting the client's life experience.
♦ It should provide an ethos of recognising the client and Personal Trainer as partners.
♦ It should be inclusive, promote self-determination and be based on person centred planning, and provide services based on clients' preferences and choices.

Evidence of Demand and Market Research

Employers are increasingly looking to fill vacancies with multi-skilled practitioners, and the CIMSPA Personal Trainer Professional Standard is now a common starting point. Up to this point it has been difficult for learners to gain this qualification in Scotland, so the creation of a PDA fills a significant gap in the current provision. A recent survey completed by the Qualification Design Team amongst employers found that although the HNC award gives employers 'a useful platform to build on', the ability of learners applying for jobs to offer a specific Personal Training award broadens their opportunities significantly. Furthermore, the option to become a self-employed personal trainer now exists, learners are able to get appropriate insurance cover to offer these services.

Development of the award

SQA has been a regular contributor to the development of the National Occupational Standards (NOS) in Fitness for many years and welcomed the opportunity to work with Skillsactive to ensure that the development of the PDA would enhance opportunities for learners in Scotland. The development process involved analysing the content of the NOS, mapping it to the existing HNC award and creating a suite of new SQA HN Units at SCQF level 7 to fill the identified gaps.

The development process highlighted the need for access to appropriate training and qualifications. Up to now there has been a lack of opportunity in Scotland for CPD in the area of personal training, with the result that there have been a number of practitioners operating in this field with inappropriate qualifications. The Scottish Government is keen that all professionals working with members of the public are appropriately qualified.

The QDT took on board consultations and decisions, and the approach was as follows:

♦ Establish key stakeholders.
♦ Hold discussions with the Sector Skills Council to identify the requirements of the award.
♦ It was agreed that the PDA would form an 'add on' which could be accessed by learners holding or currently studying for an HNC award in Fitness, Health and Exercise. This could either be in the form of additional Units studied, or as part of the options programme within the HND award in Fitness, Health and Exercise. The Units have been designed to stand alone, and so may also be used as additional CPD.
♦ The need for recognition and validation of training was also considered, and in keeping with most professions there is an ongoing requirement within the relevant professional associations for regular CPD.

The resulting qualification is the Outcome of this work.

2   Qualification structure

The design principles for PDAs stipulate that there must be at least half the SCQF credit points at the level of the award. The award presented exceeds this minimum condition.

All five Units in the award are mandatory and are designed to meet the occupational requirements of working at frontline delivery in a Personal Training environment.

The PDA will be awarded on successful completion of all five component Units. This PDA carries 32 SCQF points at SCQF level 7.

PDA in Personal Training at SCQF level 7

Code	Unit title	Credit value	SCQF level	SCQF points
H1S3 34	Core Strength and Posture	0.5	7	4
H1S4 34	Deliver Personal Training Sessions	1.5	7	12
H1S1 34	Metabolic Considerations for Personal Trainers	0.5	7	4
H1S5 34	Planning and Management of Personal Training	1	7	8
H1S2 34	Working Effectively and Safely with Clients	0.5	7	4

Transferable Skills

The development of transferable skills is encouraged throughout the award. An important aspect of this award is the development of the ability to apply and transfer a range of interpersonal and practical skills to different working relationships, environments, client types, and situations. A Personal Trainer has to work with a range of issues to meet the needs of the client. This award will allow them to develop and enhance these transferable skills to meet changing circumstances whether arising from changes to their own role or general changes in practice and the working environment.

3   Aims of the qualification

The primary aim of the award is to provide the underpinning Knowledge and Skills required to work in a Personal Training setting.

3.1   General aims of the qualification

1   To provide a formal qualification for those who work directly with clients in Personal Training settings.
2   To improve the confidence and ability of learners in terms of their technical ability and 'soft' skills to develop innovative ways of working with clients.
3   To enhance confidence and put into practice skills and knowledge gained through training.
4   To develop in learners the appropriate attitudes, skills and knowledge to work safely and effectively.
5   To develop in learners transferable interpersonal and communication skills.

3.2   Specific aims of the qualification

6   To develop an understanding of what can be achieved by engaging with clients in a manner designed to help them achieve specific personal goals.
7   To understand and utilise the methodology, styles and approaches of Personal Training practitioners.
8   To develop effective service delivery in response to the needs of clients.
9   To develop awareness, sensitivity and empathy to work with clients with a range of specific requirements.
10   To develop knowledge and understanding of related national and international policies and legislation.

4   Recommended entry to the qualification

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:

General Requirements

Entry for individual Units will be at the discretion of the centre.

In stating the access and regulations and in consideration of the subsequent selection and admission to the award, presenting centres will need to ensure that each prospective learner has sufficient academic ability and the appropriate personal qualities to succeed. It is essential that learners have access to an appropriate work environment in order that they can meet the Evidence Requirements of the component Units.

Specific Requirements

The award is designed to complement the HNC/HND in Fitness, Health and Exercise. It would not be possible for learners to gain CIMSPA recognition without this. Learners already in possession of an HN award must have the Unit D9T6 34: *Plan, Teach and Evaluate a Gym Based Exercise Session.*

Learners undertaking the PDA in Personal Training must possess either an HNC Fitness, Health and Exercise, Scottish Vocational Qualification (SVQ) Instructing Exercise and Fitness at SCQF Level 5 or a relevant Level 2 Gym Instructor qualification or equivalent and be familiar with human anatomy and physiology, the role and contributions of nutrients, health screening procedures, gym based exercise programmes and key components of health and safety within a fitness / gym environment.

Learners should have good interpersonal and *communication* skills, both written and oral as they will be required to work with a wide range of clients once they progress into employment / industry. These could be evidenced either by the achievement of nationally recognised qualifications or by other methods which could include any of the following:

♦   SQA qualifications (of their equivalent from other awarding Bodies) eg English/Communication or other based language-based subjects to a minimum of SCQF level 5.
♦   SVQ at level 2 in a related area, eg Instructing Exercise and Fitness (SVQ2).
♦   Process of application and interview.
♦   Current relevant evidence from the workplace, eg reference from employer.

Target Groups

It is desirable that Personal Trainers work to a competency framework (CIMSPA Professional Standard and the National Occupational Standard) supported by an accredited qualification.

The primary target group would be individuals who have, or who are working towards the HNC/HND award in Fitness, Health and Exercise. The PDA is mapped to the mandatory Units which form either HNC, or the first year of the HND award. These practitioners may be looking to improve on their professional practice, keep up-to-date with current developments, and develop best practice. This qualification will provide an opportunity to obtain a work-related qualification to enhance their skills.

In addition, the award and the individual component Units could be utilised for the Continuing Professional Development (CPD) of individuals who may be seeking to improve their professional practice.

The following list is not exclusive but is illustrative of the range of potential staff groups in related sectors to whom this award and its component Units may be of value:

♦   People currently working within the fitness industry qualified at SVQ level 2 (Instructors in Gym, Aqua, Exercise to Music or Working with Children).
♦   People who have already taken an award at level 3 who wish to bring their skillset into line with current requirements.
♦   People working within the industry who may wish to access individual Units as part of a CPD programme.

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.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	5	This PDA gives certification in Personal Training. As such, learners will be expected to provide effective written and oral communication, devise programmes which involve manipulation of weight loadings, sets and repetitions. This will usually be produced using *ICT* in order to provide professional quality materials. Learners will need to work with a wide variety of different client types and overcome many problems. Therefore learners who do not meet the required Core Skills profile on entry are likely to encounter significant difficulties in completing the award, and should be advised to upskill as appropriate.
Numeracy	5	
Information and Communication Technology (ICT)	5	
Problem Solving	5	
Working with Others	5	

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 CIMSPA 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
H1S3 34	Core Strength and Posture	x	x	x	x				x		
H1S4 34	Deliver Personal Training Sessions	x	x	x	x	x	x	x	x	x	x
H1S1 34	Metabolic Considerations for Personal Trainers	x	x	x	x				x		
H1S5 34	Planning and Management of Personal Training	x	x	x	x	x	x	x	x	x	x
H1S2 34	Working Effectively and Safely with Clients	x	x	x	x	x	x	x	x	x	x

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

See appendix 1

5.3 Mapping of Core Skills development opportunities across the qualification

The Core Skills recognised by SQA are available at SCQF levels 2–6 and are identified in the Core Skills Framework. They are:

♦ *Communication*
♦ *Numeracy*
♦ *Information and Communication Technology*
♦ *Working with Others*
♦ *Problem Solving*

Developing Core Skills within the award

The Core Skills are not formally assessed in the PDA Personal Training, but there are opportunities to develop relevant elements of Core Skills in the Units.

Communication (Oral and Written Communication):

There are ample opportunities in all Units of the PDA Personal Training for learners to provide evidence of oral communication skills when taking part in group discussions, interacting with others, and delivering personal training services. Written communication will be developed through learners producing written responses to assessments (in a variety of media as appropriate to need) which may include presenting research findings to clients.

Working with Others/Problem Solving:

These Core Skills will be developed through the Units '*Deliver Personal Training Sessions'*, '*Planning and Management of Personal Training'*, and '*Working Safely and Effectively with Clients*', as learners will require to work directly with clients, employers, and collaborate with other staff.

Information and Communication Technology (ICT):

There will be opportunities to provide evidence of Information technology in all Units of the PDA Personal Training by researching on the internet, word processing documents and assessments, using spreadsheets for programming, and data bases as appropriate to store client details. (A key aspect of the NOS requires learners to understand and implement the provisions of the Data Protection Act 1998).

Core Skills Exit Profile

On completion of the award, it is anticipated that learners will have developed aspects of the Core Skills of *Working with Others* to SCQF level 6, aspects of *Communication* to SCQF level 6, *Problem Solving* to SCQF level 6 and aspects of *Information and Communication Technology* to SCQF level 5

The attached table maps the opportunities for the development of Core Skills within the Units.

Unit code	Unit title	Communication		Numeracy		Information and Communication Technology (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
H1S3 34	Core Strength and Posture		x	x	x			x	x	x	x	
H1S4 34	Deliver Personal Training Sessions	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	
H1S5 34	Planning and Management of Personal Training	x	x	x	x	x	x	x	x	x	x	x
H1S2 34	Working Effectively and Safely with Clients	x	x	x				x	x	x	x	x

5.4 Assessment Strategy for the qualification

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Core Strength and Posture	Could be assessed through diagrams and anatomical descriptions in an unseen, supervised assessment. Questions may be related to a case study.	Could be assessed through restricted response questions in a supervised assessment.	Could be assessed through restricted response questions in a supervised assessment.	Forms the major element of this Unit, and it is likely that centres would assess it using a combination of short answer questions and case studies.
Deliver Personal Training Sessions	Learners should develop awareness of the roles of different programming systems and exercise environments; therefore the assessment process should involve a holistic approach including practical case studies. The purpose of this Unit is to encourage learners to apply the concept of a client centred approach. The Unit terminology involved is complex in nature and it is important that learners become comfortable and competent in its use, whilst at the same time being able to explain issues to clients in everyday terms. It is likely that the Unit would be assessed as an extended practical, where the learner takes clients through the complete process from screening, through programme planning, and the delivery and subsequent review of sessions. This would be followed up by a question and answer session with the assessor where knowledge and understanding are scrutinised to ensure coverage of all required criteria.			
Metabolic Considerations for Personal Trainers	Could be assessed through restricted response questions in a supervised assessment.	Could be assessed through restricted response questions in a supervised assessment.	Could be assessed through restricted response questions in a supervised assessment, though may be assessed in the form of questions related to a case study.	Forms the major element of this Unit, and it is likely that centres would assess it using case studies.

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Planning and Management of Personal Training	Could be assessed through restricted response questions, case studies, or other supervised assessments.	Could be assessed through restricted response questions, case studies, or other supervised assessments.	Could be assessed in the form of case studies, though they could potentially be integrated with the assessment of the Unit 'Deliver Personal Training'.	Could be assessed in the form of case studies, though they could potentially be integrated with the assessment of the Unit 'Deliver Personal Training'.
Working Effectively and Safely with Clients	Could be completed as a series of restricted response questions conducted under supervised conditions, or by means of a number of case studies.	Could be completed as a series of restricted response questions conducted under supervised conditions, or by means of a number of case studies.	Could to be assessed either as a series of restricted response questions or as an extended response question conducted under supervised, conditions.	Could be completed as a series of restricted response questions conducted under supervised conditions.

6   Guidance on approaches to delivery and assessment

The delivery of this award should focus on the occupational requirements specific to working within the Personal Training domain as part of a service provision team.

Five new HN Units have been developed for this PDA and all are mandatory.

♦ *Core Strength and Posture*
♦ *Deliver Personal Training Sessions*
♦ *Metabolic Considerations for Personal Trainers*
♦ *Planning and Management of Personal Training*
♦ *Working Effectively and Safely with Clients*

Assessment Methodology

This qualification allows centres to develop a range of flexible assessment methods to allow learners to demonstrate their knowledge and skills: as stated above, the award is designed to complement the existing HNC/HND in Fitness, Health and Exercise. Centres are encouraged to use, where possible, the holistic assessment of Outcomes within Units. The provision of a clear learning plan for individuals is also encouraged given the nature and purpose of the award.

The focus of the qualification is on the development of competence, skills and knowledge. As such, assessments should allow learner evidence to be based, where appropriate, on naturally occurring circumstances during the delivery of personal training services to a variety of clients. This approach will encourage learners to reflect on the sessions, analysis of client needs, and their personal competence levels in relation to implementing a client-centred approach to their practice.

Assessments take a variety of forms including case studies, reports, reflective accounts and structured questions. Learners could be encouraged to compile a portfolio of evidence. This will facilitate a holistic approach to delivery and assessment. A portfolio is a collection of the work that has been produced by the learner. Portfolios of evidence will normally include:

♦ Records and client details completed by the learner
♦ Reflective accounts of practice
♦ Case studies
♦ Structured questions
♦ Other relevant information as required by centres

In keeping with the requirements of the NOS and CIMSPA Professional Standards, it is expected that learners completing the award will collect evidence for the award when working in real work settings.

The Unit specifications detail the Evidence Requirements for each Unit. Centres should devise varied assessments in order to meet the needs, learning styles and environments of learners.

The key principles of assessment are that it should:

♦ meet the Evidence Requirements detailed in the Unit specification.
♦ be objective, fair and equitable.
♦ be understandable, transparent and in a format appropriate to the learner.
♦ be proportionate and aligned to the content of the Unit Outcomes at the relevant SCQF level.
♦ be timely and on-going throughout the delivery of the award, ie incremental and developmental.
♦ be redeemable, ie provide the opportunity for re-assessment.

Delivery

It is envisaged that this award will be delivered by a range of training providers. This could include FE Colleges, Local Authorities, and private training providers. Learners for this award could be full or part-time students on existing HN courses, employed in health and fitness related organisations, or working in a Personal Training setting offered by providers in the private sector.

The delivery of the Units could be enhanced by direct involvement of practitioners and centres are encouraged to take the opportunity to use experts and individuals with relevant experience in the delivery of the award. As the award focuses on the acquisition of both knowledge and skills, a significant amount of experiential learning is expected. Learners should be able to operate effectively under direction, with minimal supervision and be encouraged to critically analyse and reflect on their experiences, behaviours and learning and be able to use this to inform their professional development and improve practice.

It is important that learners gain an understanding of concepts, procedures and relevant legislation as well as an understanding of the principles of practice associated with Personal Training as an on-going, client-centred process.

Delivery mechanisms adopted by centres should be flexible to allow comprehensive access and participation. An Outcomes-based approach, centred around the learning needs of the individual, may provide the basis of a flexible delivery model. Centres should make learners aware of the requirements of the award, including the need to gather appropriate evidence and to provide guidance on the type of evidence required to meet the Outcomes. It is recommended that at the commencement of the course (or, if appropriate, each Unit), delivery will include initial orientation and briefing sessions and learners will be encouraged to take responsibility for independent learning. Centres should make suitable arrangements to support and guide learners throughout the duration of the qualification. This could involve regular meetings with learners on an individual basis, in groups or through web-based discussion.

6.1　Sequencing/integration of Units

The delivery of the component Units may be either concurrent or sequential. However, where the Units are delivered as part of the PDA, the recommended sequence of delivery is suggested as follows — these Units should be available prior to learners working with clients, so it is likely that they would be part of the initial phase of delivery:

♦ *Core Strength and Posture*
♦ *Metabolic Considerations for Personal Trainers*
♦ *Working Effectively and Safely with Clients*

These Units relate specifically to developing programmes and individual client interaction, so are best delivered towards the end of the course:

♦ *Planning and Management of Personal Training*
♦ *Deliver Personal Training Sessions*

In relation to continuing professional development, there is flexibility in delivery which will allow trainers/tutors/lecturers/assessors/mentors to take account of the levels and knowledge and experience of learners.

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**.

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

The proposed award is unique to Scotland and is the first of its kind in the SQA portfolio hence there are no articulation agreements. It is envisaged that the existing optional Units in the HNC/HND award will be further mapped to the National Occupational Standards at Category 4 in order to provide further opportunities for CPD.

There is no direct articulation or direct credit transfer to other awards in the SQA framework. However, successful completion of the Units of the PDA could provide evidence of the development of Knowledge and Skills required for the SVQ 3 in Personal Training. Apart from the requirement for learners to have Units from the core of either HNC Fitness, Health and Exercise or Year 1 of the HND in Fitness, Health and Exercise, the QDT did not identify any common credit transfer opportunities from other qualifications therefore potential credit transfer would have to be judged on an individual basis by centres and should follow SQA guidance. Bearing in mind the relationship of this award to the NOS, it is unlikely that any other qualification would provide appropriate knowledge and skills.

It is possible that the Units within the PDA would provide relevant CPD opportunities if studied on an individual basis for learners who had completed the following (not an exhaustive list):

♦ SVQ2 Instructing Exercise
♦ HNC/HND Sports Coaching with Sports Development
♦ HND Sports Therapy
♦ HNC/HND Recreation Management
♦ HND Sports Science

6.2.2 Professional recognition

Continuing Professional Development

The PDA has been designed to allow learners to undertake the full Group Award or specific Units from the award to meet their individual development needs through certificated provision and gain formal recognition of their skills.

Relationship to National Occupational Standards

The National Occupational Standards (NOS) and associated SVQs at level 2 and 3 have been taken into account in the development of this PDA. The PDA may provide opportunities for staff to develop both knowledge and skills needed to evidence competence against the NOS.

6.3   Open or distance learning

This award will be suitable for a range of delivery methods which may combine both face-to-face and distance learning approaches. Although learners are encouraged throughout to draw from their own day to day work experience, aspects of the award could be delivered through a blended learning format. Workshops could supplement e-learning. However, it would require planning by the centre to ensure the sufficiency and authenticity of learner evidence.

Learners could be encouraged to use online methods to support their learning such as the use of discussion forums and internet research and a blended learning approach would effectively support delivery.

For further information, please refer to *Assessment and Quality Assurance of Open and Distance Learning* on the SQA website, **www.sqa.org.uk**

6.4 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.

6.5 Support materials

A **list of existing ASPs** is available to view on SQA's website.

6.6 Resource requirements

Centres will require a suitable realistic working environment in which learners can perform practical activities in conditions that reflect an industry standard work environment. Simulation is not acceptable for any of the units within this qualification. The realistic working environment will require sufficient equipment* including:

♦   a range of fixed resistance machines including adjustable cable pulleys.

- ♦ a range of free weight equipment including dumbbells, barbells, benches, squat racks
- ♦ a range of cardiovascular equipment including treadmills, exercise bikes, rowers and cross / elliptical trainers.
- ♦ a range of functional equipment including kettlebells, medicine balls, resistance bands, powerbags, swiss balls and mats.

*list is not exhaustive

Learners will need access to a live client and cannot work with their peers / colleagues to complete their summative practical assessments. Clients need to be in good general health and have no underlying health conditions / injuries which could become worse due to taking part in physical activity. The client will be expected to undertake a minimum of 6 weeks of personal training with the learner. Learners should have access to ICT equipment and a variety of books, current publications and online resources to encourage and support independent study.

Risk assessments should be carried out for all activities as required. Centres are required to have effective internal assessment and verification procedures to ensure standardisation of assessment, to ensure learners are assessed fairly and consistently, and that minimum evidence requirements from each SQA unit specification are being met.

Assessors / Internal Verifiers delivering the PDA in Personal Training must be occupationally competent and have a good level of occupational expertise to effectively deliver, assess and internally verify the qualification. Centre staff involved in the assessment and quality assurance processes must possess the following:

- ♦ an appropriate professional/technical qualification which demonstrates an in-depth technical knowledge of the qualification and/or its units and the standard of competencies required, for example Scottish Vocational Qualification (SVQ) Personal Training at SCQF level 7, Higher National Certificate (HNC)/Higher National Diploma (HND) Fitness, Health and Exercise at SCQF Level 8, Level 3 Personal Trainer Qualification or equivalent.
- ♦ be able to interpret current working practices, technologies and products within the area of work and be committed to upholding the integrity of the qualification and/or its units.
- ♦ demonstrate competence in assessment and/or internal verification of the subject.
- ♦ have access to and engage with, continuous professional development activities, to keep up to date with developments and any issues relevant to the qualification and/or its units.

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**.

Internal and external verification

All instruments of assessment used within this qualification 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)**.

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**.

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
2	Update to resource requirements, and the recommended prior knowledge and skills for learners	Jan 2024

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 PDA Personal Training at SCQF level 7 is a practice-based qualification offering you the opportunity to develop knowledge and skills to enable you to deliver Personal Training services in the context of physical activity, exercise, and fitness. It is an extension of the skills developed in the current HNC/HND Fitness, Health and Exercise (currently mapped to the National Occupational Standards and Register of Exercise Professionals at level 2), to enable successful learners to achieve a qualification equivalent to National Occupational Standards and CIMSPA Professional Standard for Personal Trainer

This award is for you if you have recently completed, or are currently in the process of studying for an HNC/HND Fitness, Health and Exercise. It will also be of value to you if you have experience in this sector but are looking to up skill and gain some CPD. Core Units in the HNC Fitness Health and Exercise (GA code G866 15) are as follows:

DF8734   *Health and Safety Legislation: An Introduction*
H4TK34   *Plan, Teach and Evaluate a Gym Based Exercise Session*
H4TE34   *Health Screening*
DD3034   *First Aid for Sport*
H4TC34   *Exercise Principles and Programming*
H4TB34   *Exercise Physiology and Anatomy*
H4TJ34   *Plan Teach and Evaluate a Group Exercise with Music Session*
H4TF34   *Nutrition for Fitness Health and Exercise*
DW6934   *Fitness Health and Exercise: Graded Unit 1*

In addition to the core Units identified above, there are five component Units which you must complete for the award:

♦   *Core Strength and Posture*
♦   *Deliver Personal Training Sessions*
♦   *Metabolic Considerations for Personal Trainers*
♦   *Planning and Management of Personal Training*
♦   *Working Effectively and Safely with Clients*

Assessments take a variety of forms including case studies, reports, reflective accounts, structured questions and evidence from your practice in a Personal Training setting, working with real clients.

On completion, you will be able to gain access to the Chartered Institute for Management of Sport and Physical Activity (CIMSPA) as a Personal Trainer.

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.

Appendix 1: NOS Mapping

Unit title: Anatomy and physiology for exercise and health		
Related NOS: Personal Training 2009 NOS		
Content	**Evidence**	
1 Understand the heart and circulatory system and its relation to exercise and health		
1.1 Explain the function of the heart valves.	1.1	H4TB34 O5
1.2 Describe coronary circulation.	1.2	H4TB34 O5
1.3 Explain the effect of disease processes on the structure and function of blood vessels.	1.3	H4TC 34 O1,2,3
1.4 Explain the short and long term effects of exercise on blood pressure, including the valsalva effect.	1.4	H4TC 34 O1,2,3
1.5 Explain the cardiovascular benefits and risks of endurance/aerobic training.	1.5	H4TC 34 O1,2,3
1.6 Define blood pressure classifications and associated health risks.	1.6	H4TC 34 O1,2,3
2 Understand the musculoskeletal system and its relation to exercise		
2.1 Explain the cellular structure of muscle fibres.	2.1	H4TB34 O3
2.2 Describe the sliding filament theory.	2.2	H4TB34 O3
2.3 Explain the effects of different types of exercises on muscle fibre type.	2.3	H4TB34 O3
2.4 Identify and locate the muscle attachment sites for the major muscles of the body.	2.4	H4TB34 O3
2.5 Name, locate and explain the function of skeletal muscle involved in physical activity.	2.5	H4TB34 O3
2.6 Identify the anatomical axis and planes with regard to joint actions and different exercises.	2.6	H1S3 34 O1
2.7 Explain the joint actions brought about by specific muscle group contractions.	2.7	H4TB34 O2/3
2.8 Describe joints/joint structure with regard to range of motion/movement and injury risk.	2.8	H4TB34 O2/3
2.9 Describe joint movement potential and joint actions.	2.9	H4TB34 O2/3
2.10 Describe the structure of the pelvic girdle and associated muscles and ligaments.	2.10	H1S3 34 O3

Content	Evidence
3 Understand postural and core stability	
3.1 Describe the structure and function of the stabilising ligaments and muscles of the spine.	3.1–3.5 H1S3 34 O3
3.2 Describe local muscle changes that can take place due to insufficient stabilisation.	
3.3 Explain the potential effects of abdominal adiposity and poor posture on movement efficiency.	
3.4 Explain the potential problems that can occur as a result of postural deviations.	
3.5 Explain the impact of core stabilisation exercise and the potential for injury/aggravation of problems.	
3.6 Explain the benefits, risks and applications of the following types of stretching: ♦ static (passive and active) ♦ dynamic ♦ proprioceptive Neuromuscular Facilitation	3.6 H4TD 34 O1/2
4 Understand the nervous system and its relation to exercise	
4.1 Describe the specific roles of: ♦ the central nervous system (CNS) ♦ the Peripheral Nervous System (PNS) including somatic and autonomic systems	4.1 H1S3 34 O3
4.2 Describe nervous control and transmission of a nervous impulse.	4.2 H4TB34 O3
4.3 Describe the structure and function of a neuron.	4.3 H4TB34 O3
4.4 Explain the role of a motor Unit.	4.4 H4TB34 O3
4.5 Explain the process of motor Unit recruitment and the significance of a motor Unit's size and number of muscle fibres.	4.5 H4TB34 O3
4.6 Explain the function of muscle proprioceptors and the stretch reflex.	4.6 H4TB34 O3
4.7 Explain reciprocal inhibition and its relevance to exercise.	4.7 H4TB34 O3
4.8 Explain the neuromuscular adaptations associated with exercise/training.	4.8 H4TB34 O3
4.9 Explain the benefits of improved neuromuscular coordination/efficiency to exercise performance.	4.9 H1S3 34 O3

Content	Evidence
5 Understand the endocrine system and its relation to exercise and health	
5.1 Describe the functions of the endocrine system.	5.1–5.3 H1S1 34 O1
5.2 Identify the major glands in the endocrine system.	
5.3 Explain the function of hormones including: ♦ growth hormone ♦ thyroid hormones ♦ corticosteroids ♦ catecholamines ♦ insulin ♦ glucagon	
6 Understand energy systems and their relation to exercise	
6.1 Identify the contribution of energy according to: ♦ duration of exercise/activity being performed ♦ type of exercise/activity being performed ♦ intensity of exercise/activity being performed	6.1 H4TB34 O6
6.2 Identify the by-products of the three energy systems and their significance in muscle fatigue.	6.2 H4TB34 O6
6.3 Describe the effect of endurance training/advanced training methods on the use of fuel for exercise.	6.3 H4TB34 O6

Unit title: Health, safety and welfare in a fitness environment	
Content	**Evidence**
1 Understand emergency procedures in a fitness environment	All:
1.1 Identify the types of emergencies that may occur in a fitness environment.	DD3034 All Outcomes DF8734 O3 H1S5 34O2,3
1.2 Describe the roles that different staff and external services play during an emergency.	
1.3 Explain the importance of following emergency procedures calmly and correctly.	
1.4 Describe how to maintain the safety of people involved in typical emergencies, including children, older people and disabled people.	

Content	Evidence
2 Understand health and safety requirements in a fitness environment	
2.1 Outline why health and safety is important in a fitness environment.	2.1 DF8734 O2/3 H1S534 O2/3
2.2 Identify the legal and regulatory requirements for health and safety relevant to working in a fitness environment.	2.2 DF8734 O2/3
2.3 Describe Duty of Care and professional role boundaries in relation to special population groups.	2.3 DF8734 O2/3 H1S534 O2/3
2.4 Identify the typical roles of individuals responsible for health and safety in a fitness organisation.	2.4 DF8734 O2/3 H1S534 O2/3
2.5 Describe the types of security procedures that may apply in a fitness environment.	2.5 DF8734 O2/3 H1S534 O2/3
2.6 Describe the key health and safety documents that are relevant in a fitness environment.	2.6 DF8734 O2/3
3 Understand how to control risks in a fitness environment	
3.1 Identify possible hazards in a fitness environment, relating to: ♦ facilities ♦ equipment ♦ working practices, including lifting and handling of equipment ♦ client behaviour ♦ security ♦ hygiene	3.1 DF8734 O3 H1S5 34O2,3
3.2 Describe how to risk assess the types of possible hazards in a fitness environment.	3.2 DF8734 O3 H1S534 O2,3
3.3 Describe how to control risks associated with hazards in a fitness environment.	3.3 DF8734 O3 H1S534 O2,3
3.4 Identify the appropriate person/position to contact within a fitness organisation when hazards and risks cannot be controlled personally.	3.4 DF8734 O3 H1S534 O2,3 See also: H4TC34 O5, H4TG34 O4, H4TJ34 O1,2, H4TK34 O1,2, H4TA35 O2,3

Content	Evidence
4 Understand how to safeguard children and vulnerable adults	
4.1 Describe what is meant by safeguarding the welfare of children and vulnerable adults.	4.1–4.9 H1S234 O4
4.2 Describe the responsibilities and limitations of a fitness instructor in regard to safeguarding children and vulnerable adults.	
4.3 Identify the types of abuse which an instructor may encounter: physical, emotional, neglect, bullying and sexual.	
4.4 Identify possible signs of abuse: physical, emotional, neglect, bullying and sexual.	
4.5 Describe a fitness organisation's policies and procedures in relation to safeguarding children and vulnerable adults, including typical reporting procedures.	
4.6 Describe the procedures to follow to protect oneself from accusations of abuse.	
4.7 Identify the statutory agencies responsible for safeguarding children and vulnerable adults.	
4.8 Explain when it may be necessary to contact statutory agencies.	
4.9 Describe how to maintain the confidentiality of information relating to possible abuse.	See also: H1S534 O2,3

Unit title: Know how to support clients who take part in exercise and physical activity	
Content	**Evidence**
1 Understand how to form effective working relationships with clients	
1.1 Explain why it's important to form effective working relationships with clients.	1.1 H1S534 O2,3 H1S234 O1
1.2 Explain why it's important to present oneself and the organisation positively to clients.	1.2 H1S234 O1
1.3 Describe how different communication skills can be used to assist clients with motivation.	1.3 H1S234 O2
1.4 Explain the importance of valuing equality and diversity when working with clients.	1.4 H1S234 O1
2 Understand how to address barriers to exercise/physical activity that clients experience	
2.1 Identify the typical barriers to exercise/physical activity that clients experience.	2.1 H4TC34 O3 H1S5 34 O1,3
2.2 Explain how incorporating clients' exercise/physical activity preferences into their programme can strengthen motivation and adherence.	2.2 H4TC34 O3 H1S5 34 O1,3
2.3 Describe different incentives and rewards that can strengthen clients' motivation and adherence.	2.3 H4TC 34 O3 H1S5 34 O1,3 H1S2 34 O2,3
2.4 Describe different strategies that can help clients overcome typical barriers to exercise/physical activity.	2.4 H4TC34 O3 H1S5 34 O1,3 H1S2 34 O2,3
3 Understand how to support clients to adhere to exercise/physical activity	
3.1 Explain why it is important for a client to take personal responsibility for their own fitness and motivation.	3.1–3.2 H1S434 O1,3 H4TK34 O1,3 (Planning and evaluative sessions of all PTE Units) H4TC 34 O1,3
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.	3.3–3.5 H4TC34 O1,3 H1S234 O3 H1S4/5 34 All
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.	

Content		Evidence	
4	**Understand how to provide ongoing customer service to clients**		
4.1	Explain the importance of client care both for the client and the organisation.	4.1–4.6	H1S234 All H1S134 O3
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.		

Unit title: Principles of exercise, fitness and health	
Content	**Evidence**
1 Understand the effects of exercise on the body	
1.1 Describe cardiovascular and respiratory adaptations to endurance/aerobic training.	1.1 H4TB34 O2-5 H4TC34 O1,2,4
1.2 Identify the short and long term effects of exercise on blood pressure.	1.2 H4TB34 O5 H4TC34 O1,3
1.3 Describe the "blood pooling" effect following exercise.	1.3 H4TB34 O3,5 H4TC34 O1,4
1.4 Describe the effects of exercise on bones and joints including the significance of weight bearing exercise.	1.4 H4TB34 O2,3 H4TC34 O1
1.5 Describe delayed onset of muscle soreness (DOMS).	1.5–1.6 H4TK34 O1,2 H4TB 34 O2,3,6 H4TC 34 O1,4,5
1.6 Identify exercises or techniques likely to cause delayed onset of muscle soreness.	
1.7 Describe the short and long term effects of different types of exercise on muscle.	1.7 H4TB 34 O2-5
1.8 Describe different exercises that can improve posture.	1.8 All PTE Units H4TC 34 O1,3,4,5 H1S3 34 O3
2 Understand the components of fitness	
2.1 Define the components of health related fitness.	2.1 H4TC34 O1
2.2 Define the components of skill related fitness.	2.2 H1S334 O2
2.3 Identify the factors that affect health and skill related fitness.	2.3 H4TC34 O1,4 H1S334 O2 All PTE Units

Content	Evidence
3 Understand how to apply the principles and variables of fitness to an exercise programme	
3.1 Describe the physiological implications of: ♦ specificity ♦ progressive overload ♦ reversibility ♦ adaptability ♦ individuality ♦ recovery time	3.1-3.3 H4TC 34 O4 H1S5 34O3,4 All PTE Units
3.2 Explain the principles of FITT (Frequency, Intensity, Time and Type).	
3.3 Explain the principles of a progressive training programme in developing components of fitness.	
3.4 Explain how to recognise when and how to regress a training programme.	3.4 H1S5 34O3,4 H1S4 34 O2,3,4
3.5 Explain the principles of adaptation, modification and progression for each component of FITT (Frequency, Intensity, Time and Type).	3.5 H4TC 34 O4 H1S5 34 O3,4 All PTE Units
3.6 Describe the effect of speed on posture, alignment and intensity.	3.6-3.7 H1S3 34 All
3.7 Describe the effect of levers, gravity and resistance on exercise.	
3.8 Describe the differences between programming exercise for physical fitness and for health benefits.	3.8 H4TC 34 O1,4 H1S5 34O3,4 H1S4 34O2,3,4
4 Understand the Exercise contraindications and key safety guidelines for special populations	
4.1 Describe the exercise contraindications and key safety guidelines for working with older people (50 plus).	4.1-4.4 H1S2 34 O4 H4TC 34 O1,3 H1S5 34 O2
4.2 Describe the exercise contraindications and key safety guidelines for working with antenatal and postnatal clients.	See also: H4TC34 O5, H4TG34 O4, H4TJ34 O1,2, H4TK34 O1,2, H4TA35 O2,3
4.3 Describe the exercise contraindications and key safety guidelines for working with young people (14-16).	
4.4 Describe the key safety considerations for working with disabled people.	

Content		Evidence
5	**Understand how to safely monitor exercise intensity**	
5.1	Describe the benefits and limitations of different methods of monitoring exercise intensity including: ♦ The talk test ♦ Rate of Perceived Exertion (RPE)	5.1–5.2 H4TC 34 O2,3,4 H4TK34 O1,2
5.2	Heart rate monitoring and the use of different heart rate zones.	
6	**Understand the health benefits of physical activity**	
6.1	Describe the health benefits of physical activity.	6.1 H4TC 34 O1,3
6.2	Describe the effect of physical activity on the causes of certain diseases including: a Coronary Heart Disease b Some cancers c Type 2 Diabetes d Hypertension e Obesity f Osteoporosis	6.2 H4TC 34 O1,3 H1S5 34O2
7	**Understand the importance of healthy eating**	
7.1	Describe the national food model/guide.	7.1–7.7 H4TF 34 All
7.2	Describe key healthy eating advice that underpins a healthy diet.	
7.3	Explain the importance of adequate hydration.	
7.4	Explain professional role boundaries in relation to offering nutritional advice.	
7.5	Explain the dietary role of the key nutrients.	
7.6	Identify the common dietary sources of the key nutrients.	
7.7	Describe the energy balance equation.	
7.8	Explain the health risks of poor nutrition.	7.8 H1S1 34 O2,4

Unit title: Programming personal training with clients	
Content	**Evidence**
1 Understand how to prepare personal training programmes	
1.1 Describe the range of resources required to deliver a personal training programme, including: ♦ environment for the session ♦ portable equipment ♦ fixed equipment	1.1–1.2 H1S5 34O3,4
1.2 Explain how to work in environments that are not specifically designed for exercise/physical activity.	
2 Understand the importance of long term behaviour change for personal training	
2.1 Explain why it is important for clients to understand the advantages of personal training.	2.1–2.4 H1S2 34 O1,3 H1S5 34 O1,3
2.2 Explain why it is important for a personal trainer to work together with clients to agree goals, objectives, programmes and adaptations.	
2.3 Explain the importance of long-term behaviour change in developing client fitness.	
2.4 Explain how to ensure clients commit themselves to long-term change.	

Content	Evidence
3 Understand the principles of collecting information to plan a personal training programme	
3.1 Explain the principles of informed consent.	3.1–3.2 H4TE 34 O1
3.2 Explain why informed consent should be obtained before collecting information for a personal training programme.	3.2 H1S5 34O1,3
3.3 Summarise the client information that should be collected when designing a personal training programme to include: ♦ personal goals ♦ lifestyle ♦ medical history ♦ physical activity history ♦ physical activity likes and dislikes ♦ motivation and barriers to participation ♦ current fitness level ♦ stage of readiness ♦ posture and alignment ♦ functional ability	3.3 H4TE 34 O1,2 H4TC 34 O4 H1S3 34 O3
3.4 Explain how to select the most appropriate methods of collecting client information according to client need.	3.4–3.5 H4TE 34 O1,2 H1S5 34O1,3
3.5 Explain the legal and ethical implications of collecting client information, including confidentiality.	

Content	Evidence
4 Understand how to screen clients prior to a personal training programme	
4.1 Explain how to interpret information collected from the client in order to identify client needs and goals. Explain how to analyse client responses to the Physical Activity Readiness Questionnaire (PAR-Q).	4.1–4.4 H4TE 34 O1,2
4.2 Describe the types of medical conditions that will prevent personal trainers from working with a client unless they have specialist training and qualifications.	4.3 H1S5 34 O2

4.3 Explain how and when personal trainers should refer clients to another professional.	4.4 H4TE 34 O1,2
	         H4TK 34 O1,2,3
	
	 See also:
	
	     H4TC34 O5,
	     H4TG34 O4,
	     H4TJ34 O1,2,
	     H4TK34 O1,2,
	     H4TA35 O2,3

5 Understand how to identify personal training goals with clients	

5.1 Explain how to identify clients' short, medium and long term goals to include:
 ♦ general health and fitness
 ♦ physiological
 ♦ psychological
 ♦ lifestyle
 ♦ social
 ♦ functional ability
	5.1 H4TE 34 O1,2
	         H4TC 34 O1,3
	         H1S5 34O1,3

5.2 Identify when personal trainers should involve others, apart from their clients, in goal setting.	5.2 H1S5 34O2,4
	         H4TK34 O1,3
	         H4TC 34 O4,5

5.3 Explain how to use specific, measurable, achievable, realistic and time bound (SMART) objectives in a personal training programme.	5.3 H1S5 34 O1,3,4
	         H4TK34 O1
	         H4TC 34 O3,4,5

Content	Evidence
6 Understand how to plan a personal training programme with clients	
6.1 Identify credible sources of guidelines on programme design and safe exercise.	6.1 H4TC 34 O4 H1S1 34 O2 H1S5 34 All
6.2 Summarise the key principles of designing programmes to achieve short, medium and long term goals, including the order and structure of sessions.	6.2 H4TC 34 O1,3 H1S5 34 All H1S4 34 O2,3
6.3 Describe a range of safe and effective exercises/physical activities to develop: ♦ cardiovascular fitness ♦ muscular fitness ♦ flexibility ♦ motor skills ♦ core stability	6.3 H4TC 34 O1,3,4 H1S5 34 All H1S4 34 O2,3 H4TK34 O1,2
6.4 Explain how to include physical activities as part of the client's lifestyle to complement exercise sessions.	6.4 H4TC 34 O1,3,4 H1S5 34 All
6.5 Explain how to design programmes that can be run in environments not designed specifically for exercise.	6.5 H1S5 34 All
6.6 Identify when it might be appropriate to share the programme with other professionals.	6.6 H4TC 34 O4 H1S1 34 O2 H1S5 34 All H4TK 34 O3
7 Understand how to adapt a personal training programme with clients	
7.1 Explain how the principles of training can be used to adapt the programme where: ♦ goals are not being achieved ♦ new goals have been identified	7.1 H1S5 34 O4 H1S4 34 O4
7.2 Describe the different training systems and their use in providing variety and in ensuring programmes remain effective.	7.2 H1S5 34O3 H4TK 34 O1 H4TC 34 O4
7.3 Explain why it is important to keep accurate records of changes and the reasons for change.	7.3 H1S5 34 O3

Content	Evidence
8 **Be able to collect information about clients**	
8.1 Establish a rapport with the client.	8.1–8.6 H1S5 34 O3,4
8.2 Explain own role and responsibilities to clients.	H1S2 34 O1,2
	H1S4 34 All
8.3 Collect the information needed to plan a programme using appropriate methods, to include physical/fitness assessments.	8.3 H4TK 34 O1 H4TC 34 O2,4,5
8.4 Show sensitivity and empathy to clients and the information they provide.	

8.5 Record the information using appropriate formats in a way that will aid analysis.	8.5–8.6 H1S5 34 O3,4
	       H1S4 34 All
	       H4TC 34 O2,4,5

8.6 Treat confidential information correctly.	H4TE 34 O1,2
9 **Be able to agree goals with clients**	

9.1 Work with clients to agree short, medium and long-term goals appropriate to their needs.	9.1–9.3 H1S5 34 O1,3
	       H1S2 34 O3
	       H1S4 34 O3

9.2 Ensure the goals are: ♦ specific, measurable, achievable, realistic and time bound ♦ consistent with industry good practice	
9.3 Agree with clients their needs and readiness to participate.	

Content	Evidence
10 Be able to plan a personal training programme with clients	
10.1 Plan specific Outcome measures, stages of achievement and exercises/physical activities that are: ♦ appropriate to clients' goals and level of fitness ♦ consistent with accepted good practice	10.1-10.9 H1S5 34All
10.2 Ensure the components of fitness are built into the programme.	10.2 H4TC 34 O4,5 H4TK 34 O1
10.3 Apply the principles of training to help clients to achieve short, medium and long term goals.	
10.4 Agree the demands of the programme with clients.	10.4–10.9 H1S4 34 All
10.5 Agree a timetable of sessions with clients.	
10.6 Agree appropriate evaluation methods and review dates.	
10.7 Identify the resources needed for the programme, including the use of environments not designed for exercise.	
10.8 Record plans in a format that will help clients and others involved to implement the programme.	
10.9 Agree how to maintain contact with the client between sessions.	
11 Be able to manage a personal training programme	
11.1 Monitor effective integration of all programme exercises/physical activities and sessions.	11.1 H1S5 34 All H1S4 34 All
11.2 Provide alternatives to the programmed exercises/physical activities if clients cannot take part as planned.	11.2 H1S4 34 All H4TK 34 O2,3
11.3 Monitor clients' progress using appropriate methods.	11.3 H1S4 34 O2,4 H1S5 34 O4

Content	Evidence
12 Be able to review progress with clients	
12.1 Explain the purpose of review to clients.	12.1 H1S5 34 O1,3,4 H1S2 34 O1,2,3
12.2 Review short, medium and long term goals with clients at agreed points in the programme, taking into account any changes in circumstances.	12.2 H1S5 34O1,3,4 H1S4 34 O4
12.3 Encourage clients to give their own views on progress.	12.3 H1S5 34O1,3,4 H1S4 34 O4
12.4 Use suitable methods of evaluation that will help to review client progress against goals and initial baseline data.	12.4 H1S5 34O3,4 H1S4 34 O4 H4TK 34 O3
12.5 Give feedback to clients during their review that is likely to strengthen their motivation and adherence.	12.5 H1S5 34O4 H1S4 34 O4 H4TK 34 O3
12.6 Agree review Outcomes with clients.	12.6 H1S5 34O3,4 H1S4 34 O4 H4TK 34 O3 H1S2 34 O1
12.7 Keep an accurate record of reviews and their Outcome.	12.7 H1S5 34O4 H1S4 34 O4 H4TK 34 O3
13 Be able to adapt a personal training programme with clients	
13.1 Identify goals and exercises/physical activities that need to be redefined or adapted.	13.1–13.6 H1S5 34 O1,4 H1S4 34 O2,3,4
13.2 Agree adaptations, progressions or regressions to meet clients' needs to optimise achievement.	
13.3 Identify and agree any changes to resources and environments with the client.	
13.4 Introduce adaptations in a way that is appropriate to clients and their needs.	
13.5 Record changes to programme plans to take account of adaptations.	
13.6 Monitor the effectiveness of adaptations and update the programme as necessary.	

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

Content	Evidence
4 Be able to plan and prepare personal training sessions	
4.1 Plan a range of exercises/physical activities to help clients achieve their objectives and goals, covering: ♦ cardiovascular fitness ♦ muscular fitness ♦ flexibility ♦ motor skills ♦ core stability	4.1 H1S5 34 All H4TC 34 O5 H4TK 34 O1,2 H1S3 34 O3
4.2 Identify, obtain and prepare the resources needed for planned exercises/physical activities, improvising safely where necessary.	4.2 H1S5 34 All H1S4 34 O3 H4TC 34 O5 H4TK 34 O1,2
5 Be able to prepare clients for personal training sessions	
5.1 Help clients feel at ease in the exercise environment.	5.1–5.7 H1S2 34 O1,2,3 5.1 H1S4 34 O4 H4TC 34 O5 H4TK 34 O1,2
5.2 Explain the planned objectives and exercises/physical activities to clients.	5.2–5.8 H1S5 34 O3,4 H1S4 34 O2,3,4 H1S2 34 O3 H4TC 34 O5 H4TK 34 O1,2
5.3 Explain to clients how objectives and exercises/physical activities support their goals.	
5.4 Explain the physical and technical demands of the planned exercises/physical activities to clients.	
5.5 Explain to clients how planned exercise/physical activity can be progressed or regressed to meet their goals.	
5.6 Assess clients' state of readiness and motivation to take part in the planned exercises/physical activities.	
5.7 Negotiate and agree with clients any changes to the planned exercises/physical activities that: ♦ meet their goals and preferences ♦ enable them to maintain progress	
5.8 Record changes to clients plans.	

Content	Evidence
6 Be able to instruct and adapt planned exercises	
6.1 Use motivational styles that: ♦ are appropriate to the clients ♦ are consistent with accepted good practice	6.1 H1S2 34 O1-3 H1S5 34O3,4 H1S4 34 All
6.2 Explain the purpose and value of a warm-up to clients. 6.3 Provide warm-ups appropriate to the clients, planned exercise and the environment.	6.2/6.3/6.5/6.8/6.9/6.10 H4TC 34 O5 H4TK 34 O2 H1S5 34O3,4 H1S4 34 All
6.4 Make best use of the environment in which clients are exercising.	6.4 H1S5 34O3,4 H1S4 34 All
6.5 Provide instructions, explanations and demonstrations that are technically correct, safe and effective.	
6.6 Adapt verbal and non-verbal communication methods to make sure clients understand what is required.	6.6 H1S2 34 O2 H1S4 34 All
6.7 Ensure clients can carry out the exercises safely on their own.	6.7 H4TC 34 O5 H4TK 34 O2 H1S5 34O2 H1S4 34 All
6.8 Analyse clients' performance, providing positive reinforcement throughout.	
6.9 Correct techniques at appropriate points.	
6.10 Progress or regress exercises according to clients' performance.	
7 Be able to bring exercise sessions to an end	
7.1 Allow sufficient time for the closing phase of the session.	7.1–7.4 H4TC 34 O5 H4TK 34 O2 H1S5 34 O3,4 H1S4 34 All
7.2 Explain the purpose and value of cool-down activities to clients.	
7.3 Select cool-down activities according to the type and intensity of physical exercise and client needs and condition.	
7.4 Provide clients with feedback and positive reinforcement.	
7.5 Explain to clients how their progress links to their goals.	7.5 H1S2 34 O2 H1S5 34 O3,4 H1S4 34 All H1S1 34 O4
7.6 Leave the environment in a condition suitable for future use.	

Content		Evidence
8	**Be able to reflect on providing personal training sessions**	
8.1	Review the Outcomes of working with clients including their feedback.	8.1 H1S5 34 O4 H1S4 34 All H1S1 34 O4 H4TK 34 O3
8.2	Identify: ♦ How well the sessions met clients' goals. ♦ How effective and motivational the relationship with the client was. ♦ How well the instructing styles matched the clients' needs.	8.2–8.4 H4TK 34 O3 H1S5 34 O4 H1S4 34 O3,4 H1S1 34 O4
8.3	Identify how to improve personal practice.	
8.4	Explain the value of reflective practice.	

Unit title: Applying the principles of nutrition to a physical activity programme		
Content	**Evidence**	
1 Understand the principles of nutrition		
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: ♦ diet ♦ healthy eating ♦ nutrition ♦ balanced diet	1.2	H4TF 34 O3
1.3 Describe the function and metabolism of: ♦ macro nutrients ♦ micro nutrients	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: ♦ UK dietary reference values (DRV) ♦ recommended daily allowance (RDA) ♦ recommended daily intake (RDI) ♦ glycemic Index	1.6	H1S1 34 O2,3,4
1.7 Interpret food labelling information.	1.7	H1S1 34O2,3,4
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: ♦ links to disease/disease risk factors ♦ cholesterol ♦ types of fat in the diet	1.9	H4TF 34 O3 H4TC 34 O1,3

Content	Evidence
2 Understand key guidelines in relation to nutrition	
2.1 Identify the range of professionals and professional bodies involved in the area of nutrition.	2.1,2.5,2.6 H1S1 34 O2,3
2.2 Explain key healthy eating advice that underpins a healthy diet.	2.2–2.4 H4TF 34 O3
2.3 Describe the nutritional principles and key features of the National food model/guide.	
2.4 Define portion sizes in the context of the National food model/guide.	
2.5 Explain how to access reliable sources of nutritional information.	
2.6 Distinguish between evidence-based knowledge versus the unsubstantiated marketing claims of suppliers.	
3 Understand nationally recommended practice in relation to providing nutritional advice	
3.1 Explain professional role boundaries with regard to offering nutritional advice to clients.	3.1–3.7 H1S1 34 O2,3
3.2 Explain the importance of communicating health risks associated with weight loss fads and popular diets to clients.	
3.3 Evaluate the potential heath and performance implications of severe energy restriction, weight loss and weight gain.	
3.4 Identify clients at risk of nutritional deficiencies.	
3.5 Explain how cultural and religious dietary practices can influence nutritional advice.	
3.6 Describe safety, effectiveness and contraindications relating to protein and vitamin supplementation.	
3.7 Explain why detailed or complex dietary analysis that incorporates major dietary change should always be referred to a Registered Dietician.	

Content	Evidence
4 Understand the relationship between nutrition and physical activity	
4.1 Define the role of carbohydrate, fat and protein as fuels for aerobic and anaerobic energy production.	4.1 H4TF 34 O3 H4TB 34 O6
4.2 Explain the components of energy expenditure and the energy balance equation.	4.2–4.6 H4TF 34 O3
4.3 Explain how to calculate an estimate of Basal Metabolic Rate (BMR).	4.3–4.6 H1S1 34 O2-4
4.4 Explain how to estimate energy requirements based on physical activity levels and other relevant factors.	
4.5 Identify energy expenditure for different physical activities.	4.5–4.6 H4TC 34 O1,3 H4TF 34 O3
4.6 Evaluate the nutritional requirements and hydration needs of clients engaged in physical activity.	
5 Understand how to collect information relating to nutrition	
5.1 Explain why it is important to obtain clients' informed consent before collecting nutritional information.	5.1,5.3,5.5 H4TE 34 O1
5.2 Describe the information that needs to be collected to offer nutritional advice to clients.	5.2 H1S1 34 O3,4
5.3 Explain the legal and ethical implications of collecting nutritional information.	
5.4 Describe different formats for recording nutritional information.	5.4 H1S1 34 O2-4
5.5 Explain why confidentiality is important when collecting nutritional information.	5.5 H1S1 34 O2,3
5.6 Describe issues that may be sensitive when collecting nutritional information.	5.6 H1S1 34 O2,3
5.7 Explain different methods that can be used to measure body composition and health risk in relation to weight.	5.7 H1S1 34 O3,4 H4TC 34 O1,2

Content	Evidence
6 Understand how to use nutritional information	
6.1 Describe basic dietary assessment methods.	6.1 H1S1 34 O2–4
6.2 Explain how to analyse and interpret collected information so that clients' needs and nutritional goals can be identified with reference to the National food model/guide recommendations.	6.2 H1S1 34 O2–4
6.3 Describe how to interpret information gained from methods used to assess body composition and health risk in relation to weight.	6.3 H1S1 34 O3,4 H4TC 34 O1,2
6.4 Explain how to sensitively divulge collected information and 'results' to clients.	6.4 H1S2 34 O2 H1S1 34 O3,4 H1S5 34 O4 H4TE 34 O2
6.5 Explain how to recognise the signs and symptoms of disordered eating and healthy eating patterns.	6.5 H1S1 34 O2,3 H4TF 34 O3
6.6 Describe the key features of the industry guidance note on 'Managing users with suspected eating disorders'.	6.6 H1S1 34 O2,3
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.	6.7 H1S1 34 O2,3
7 Understand the principles of nutritional goal setting with clients	
7.1 Explain how to apply the principles of goal setting when offering nutritional advice.	7.1 H1S1 34 O3,4 H1S5 34 O3
7.2 Explain how to translate nutritional goals into basic healthy eating advice that reflects current National guidelines.	7.2 H1S1 34 O3,4 H1S5 34 O3
7.3 Explain when people other than the client should be involved in nutritional goal setting.	7.3 H1S1 34 O2,3
7.4 Define which other people could be involved in nutritional goal setting.	7.4 H1S1 34 O2
7.5 Identify the barriers which may prevent clients achieving their nutritional goals.	7.5 H4TC 34 O3 H1S1 34 O2,3,4 H1S5 34 O3
7.6 Explain how to apply basic motivational strategies to encourage healthy eating and prevent non-compliance or relapse.	7.6 H1S2 34 O1-3 H1S4 34 O1 H1S5 34 O3 H1S1 34 O4
7.7 Explain the need for reappraisal of clients' body composition and other relevant health parameters at agreed stages of the programme.	7.7 H1S2 34 O3 H1S1 34 O4 H1S5 34 O4 H1S4 34 O3,4

Content		Evidence
8	**Be able to collect and analyse nutritional information**	
8.1	Collect information needed to provide clients with appropriate healthy eating advice.	8.1–8.3 H4TE 34 O1,2 H1S1 34 O3,4 H1S5 34 O3,4 H1S4 34 O3,4
8.2	Record information about clients and their nutritional goals in an approved format.	
8.3	Analyse collected information including nutritional needs and preferences in relation to the clients current status and nutritional goals.	
9	**Be able to apply the principles of nutrition to a physical activity programme**	
9.1	Access and make use of credible sources of educational information and advice in establishing nutritional goals with clients.	9.1–9.6 H4TE 34 O1,2 H1S1 34 O3,4 H1S5 34 O3,4 H1S4 34 O3,4
9.2	Design and agree nutritional goals that are compatible with the analysis, accepted good practice and national guidelines.	
9.3	Ensure that the nutritional goals support and integrate with other programme components.	
9.4	Agree review points with the clients.	
9.5	Review the clients understanding of how to follow the nutritional advice as part of their physical activity programme.	
9.6	Monitor, evaluate and review the clients' progress towards their nutritional goals.	