



**TRANSCEND**  
AWARDS

# Transcend Level 3 Diploma in Gym Instructing and Personal Training

## Qualification Specification

Version 02: 01 September 2021



**CIMSPA**  
Endorsed

Professional  
Standards

## Welcome!

Welcome to the [Transcend Level 3 Diploma in Gym Instructing and Personal Training](#). Transcend is an Ofqual recognised awarding organisation and this is a qualification that sits on the Ofqual register of regulated qualifications. This specification confirms the qualification purpose statement and delivery conditions. It must be read and complied with conjunction with the *Transcend Centre Recognition Conditions*, the *Transcend Level 2 Certificate in Gym Instructing Unit Specification and Assessment Materials*, the *Transcend Level 3 Diploma in Personal Training Unit Specification and Assessment Materials*.

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## Part 01: Qualification Purpose

Qualification Scope			
<p>The <b>Transcend Level 3 Diploma in Gym Instructing and Personal Training</b> is an Ofqual regulated vocational qualification that sits in sector subject area 8.1 sport, leisure, and recreation. This qualification is integral to a progressive suite of qualifications for fitness professionals.</p> <p>This qualification is for learners who aspire to gain and retain employment in the dual role of gym instructor and personal trainer. It is for those who wish to attend a programme of training and that enables them to meet the requirements of both roles at certification.</p> <p>The aim of this qualification is to develop the learner's ability to be competent as a gym instructor and personal trainer. The intent is to enable learners to create tailored gym and personal training programmes that influence the sustainable engagement and enrichment of their clients through exercise and fitness.</p>			
Qualification regulation	This qualification is regulated by Ofqual in England. It is published as Level 3 qualification on the <a href="#">Register of Regulated Qualifications</a> and is equivalent to a Level 4 on the <a href="#">European Qualifications Framework (EQF)</a> .		
	Regulator reference	<a href="#">603/5354/5</a>	Qualification sector
	Qualification start date	18 Dec 2019	Qualification TQT
	Qualification review date	31 Dec 2025	Qualification GLH
	Qualification credit	66	Qualification DSH
Qualification awarding	This qualification is solely awarded by <a href="#">Transcend Awards Limited</a> as the recognised awarding organisation regulated by Ofqual in England.		
Qualification standards	This qualification is aligned in full to the CIMSPA Professional Standards for Gym Instructor and Personal Trainer.		

Qualification partners	<p>This qualification is developed in collaboration with industry influencers <a href="#">Future Fit Training Limited</a> as the technical partner. Future Fit is a leading national training provider for Gym Instructors, Personal Trainers, Nutrition Advisers and Pilates Instructors in the UK.</p> <p>This qualification is subject to consultation with equality experts, employers, education providers and learners. The collaboration and consultation groups remain in place for the lifetime of the qualification to ensure it remains fit for purpose.</p> <p>This qualification is uniquely designed to embed the <a href="#">Archon</a> fitness testing solution which supports evidencable and valid results when assessing the impact of gym and personal training programmes.</p> <p>This qualification is supported by an industry leading EdTech platform which is endorsed by Transcend and supplied by <a href="#">On Screen Learning</a>. This EdTech platform is inclusive of digital learning experiences and assessments across the breadth of the CIMSPA Professional Standards for Gym Instructor and Personal Trainer.</p>	
Qualification pathway providers	<p>This qualification is designed to be delivered through schools, local, regional, national, and international training providers, colleges, universities, and industry employers.</p> <p>This qualification is accessible to education providers that are recognised as centres and approved to deliver this qualification by the awarding organisation. Applicants and recognised centres are required to evidence compliance with the centre recognition and qualification delivery conditions.</p>	
	Applicant centres	Recognised centres
	Access the Transcend Awarding Website to submit a centre recognition enquiry to initiate the process.	Access the Transcend Awarding Management System [TAMS] to create and submit the Transcend Recognised Centre Extension Request Form.

Qualification participants and progression	This qualification is for learners who aspire to gain and retain employment as a gym instructor and personal trainer. It is for those who wish to attend a programme of training and that enables them to meet the requirements of both roles at certification. Prior to registration for the qualification learners are required to, be accurately identified, be at least 16 years of age, be able to communicate effectively in English and evidence engagement in fitness.	
	Employability progression routes	<p>This qualification is integral to a suite of progressive qualifications:</p> <ul style="list-style-type: none"> <li>Transcend Level 2 Certificate in Gym Instructing</li> <li>Transcend Level 3 Diploma in Personal Training</li> <li>Transcend Level 4 Certificate in Archon Fitness Profiling</li> <li>Transcend Level 4 Certificate in Outdoor Fitness and Bootcamp Training</li> </ul>
	Education progression routes	This qualification may lead to paid employment as a gym instructor and personal trainer operating in traditional and contemporary training environments. Learners will not be eligible to operate autonomously until they are 18 years of age.
Qualification endorsements	<p>This qualification is endorsed by the Chartered Institute for the Management of Sport and Physical Activity [CIMSPA]. It is aligned in full to the CIMSPA Professional Standard Gym Instructor and Personal Trainer. Any learner that achieves the qualification will be eligible to apply for CIMSPA Practitioner Membership. Successful learners are also eligible to achieve 10 CIMSPA CPD Points.</p> <p>This qualification is supported by with <a href="#">Future Fit Training Limited</a> and <a href="#">On Screen Learning</a> as industry leading education providers.</p> <p>This qualification is further supported by Archon Academy. It is designed to embed the <a href="#">Archon</a> fitness testing solution which enables evidencable and valid results when assessing the impact of gym instructing and personal training programmes. Access to the platform is complimentary for all learners for the duration of their registration period.</p>	

Qualification Overview	
Qualification purpose	<p>The purpose of this qualification is to confirm occupational competence.</p> <p>The sub purpose of this qualification is to confirm the ability to meet legal requirements made by the professional body.</p>
Qualification rationale	<p>The rationale for the supply of this qualification is based on industry demand for our current gym instructor and personal training offer to be continued in their current format with the opportunity to also offer a combined solution. Gym instructor qualifications have traditionally been the pre-requisite in the pathway to become a personal trainer. The roles are however quite different and those who wish to establish their own personal training business without being employed gym instructor can now do so through this qualification. It is particularly relevant to military professionals and veterans due to the nature of their roles, competences and civilian prospects.</p> <p>Whilst learners can use this qualification to progress to a career as a personal training without having worked as a gym instructor. The gym instructor professional standards MUST be achieved as these competences underpin progression to the more complex practices personal trainer. This qualification is a literal combination of the following qualifications, their delivery conditions and units.</p> <ul style="list-style-type: none"> <li>• Transcend Level 2 Certificate in Gym Instructing</li> <li>• Transcend Level 3 Diploma in Personal Training</li> </ul> <p>These qualifications are uniquely crafted to enable learners to apply tailored profiling and programming techniques. Tailored practice is proven to drive sustainable client engagement in exercise AND enhanced fitness performance as appropriate their unique needs.</p> <p>These qualifications also require our learners to embed transtheoretical behaviour change techniques in practice. Effective application will enable them to maximise their clients' experiences to influence long term engagement. The intent is to enable our learners to drive sustainable wellbeing of clients as proactive champions for a healthier and more physically active nation.</p>

Qualification aim	The aim of this qualification is to develop the learner's ability to fulfil the dual role of gym instructor and personal trainer ethically and effectively. Learners will be competent in tailored fitness profiling and programming practices. Effective application of tailored techniques will enable learners to impact on sustainable engagement in exercise AND fitness performance levels as appropriate to their clients' unique needs.
Qualification objective	<p>The objective of this qualification is to benefit learners by enabling them to GAIN and RETAIN employment in the dual role of gym instructor and personal trainer. The dual role is increasingly deployed in large gym chains to enable them to maintain compliance for insurance purpose's AND to influence business growth. This qualification will also benefit learners who wish to establish their own personal training business. Successful learners will develop knowledge and skills to enable them to fulfil the gym instructor and personal trainer roles.</p> <p>Successful achievement of the gym instructor units will enable learners to:</p> <ul style="list-style-type: none"> <li>• fulfil the legal and ethical duties of a gym instructor</li> <li>• drive behaviour changes by maximising the customer experience</li> <li>• drive behaviour changes through awareness of healthy lifestyles</li> <li>• drive behaviour changes through awareness of anatomical and movement systems</li> <li>• drive behaviour changes through effective exercise supervision and technique</li> <li>• fulfil the deployment skills expected of a gym instructor</li> </ul> <p>Successful achievement of the personal training units will enable learners to:</p> <ul style="list-style-type: none"> <li>• fulfil the duties of the personal trainer within scope of practice</li> <li>• drive behaviour change through of lifestyle intervention and impact analysis</li> <li>• drive behaviour change through health and wellbeing intervention and impact analysis</li> <li>• drive positive change through anatomical and movement systems intervention and impact analysis</li> <li>• drive positive change through nutritional intervention and impact analysis</li> <li>• drive positive change through exercise technique intervention and impact analysis</li> <li>• meet the deployment expectations of a personal trainer</li> <li>• be able to establish a personal training enterprise</li> </ul>
Qualification uniqueness	This is the only combined gym instructor and personal trainer qualification that includes FREE access to the <a href="#">Archon APP</a> for every registered learner for the duration of their programme. The <a href="#">Register of Regulated Qualifications</a> provides information on other awarding organisation providers who offer similar provision.

## Qualification Structure

This qualification is comprised of 14 mandatory units. Learners are required to have successfully achieved all mandatory units to be awarded the qualification certificate. The units from Transcend Level 2 Certificate in Gym Instructing and Transcend Level 3 Diploma in Personal Training are adopted to form the structure of this qualification.

GYM Units		Ofqual ref	Level	GLH	DSH	TUT	Credit
GYM Unit 01	Duties of a gym instructor	F/617/4910	2	20	10	30	3
GYM Unit 02	Driving behaviour change by maximising the customer experience	J/617/4911	2	20	06	26	3
GYM Unit 03	Driving behaviour change through awareness of healthy lifestyles	L/617/4912	2	20	06	26	3
GYM Unit 04	Driving behaviour change through awareness of anatomical and movement systems	R/617/4913	2	20	10	30	3
GYM Unit 05	Driving behaviour change through effective exercise supervision and technique	Y/617/4914	2	22	38	60	6
GYM Unit 06	Deployment of a gym instructor	D/617/4915	2	30	40	70	7
GYM Summary				132	110	242	25
PT Units							
PT Unit 01	Duties of a Personal Trainer	H/617/4916	3	20	20	40	4
PT Unit 02	Driving behaviour change through lifestyle intervention and impact analysis	K/617/4917	3	20	20	40	4
PT Unit 03	Driving behaviour change through health and wellbeing intervention and impact analysis	T/617/4919	3	20	20	40	4
PT Unit 04	Driving behaviour change through nutritional intervention and impact analysis	K/617/4920	3	20	20	40	4
PT Unit 05	Driving behaviour change through anatomical and movement systems intervention + impact analysis	M/617/4921	3	20	20	40	4
PT Unit 06	Driving behaviour change through exercise technique intervention and impact analysis	T/617/4922	3	20	54	74	8
PT Unit 07	Deployment of a Personal Trainer	A/617/4923	3	44	56	100	10
PT Unit 08	Deployment of a personal training enterprise	F/617/4924	3	20	20	40	4
PT Summary				184	230	414	42
Combined Summary				316	340	656	66



## Part 02: Qualification Delivery Specification

Qualification Delivery Conditions	
This qualification must be delivered in accordance with the <i>Transcend Recognised Centre Conditions</i> . The rules outlined below are supplementary conditions specific to this. Centres must ensure full compliance with ALL conditions to establish and maintain centre recognition and qualification approval status.	
Qualification Resource Conditions	
The recognised centre is required to supplement RC5.1 of the <i>Transcend Recognised Conditions</i> with the following rules.	
Qualification workforce	<p>The recognised centre must ensure that they evidence workforce competence through tutor, assessor and IQA qualifications as outlined in the centre recognition conditions. Occupational competence must also be evidenced through:</p> <ul style="list-style-type: none"> <li>• a regulated personal training qualification or equivalent and</li> <li>• a minimum of two years professional experience as a personal trainer.</li> </ul> <p>The recognised centre is required to ensure the tutor/assessor to learner ratio per cohort is a maximum of 1:26. In exceptional circumstances, the awarding organisation will allow adaptations to this requirement to prevent disadvantage to learners and only where the recognised centre can evidence that learning and assessment will not be compromised.</p>

Qualification venues and equipment	The recognised centre must ensure facilities and equipment are in place to facilitate the full programme of training and assessment. The facilities and equipment must cater for the number of registered learners. As a minimum the recognised centre must ensure the following fitness training and testing equipment is in place.	
	<b>Fitness Training Equipment</b>	<b>Fitness Testing Equipment</b>
	<p>The recognised centre is required to have access to a range of fitness training equipment which includes:</p> <ul style="list-style-type: none"> <li>• Upright cycle</li> <li>• Recumbent cycle</li> <li>• Treadmill</li> <li>• Stepper</li> <li>• Rowing machine</li> <li>• Elliptical trainer</li> <li>• Cross trainer</li> <li>• Medicine balls</li> <li>• Stability ball</li> <li>• A range of resistance machines</li> <li>• A range of free weight equipment</li> </ul>	<p>The recognised centre is required to have access to a range of fitness testing equipment to facilitate the following measurements:</p> <p><b>Blood pressure</b> (manual and digital where available)</p> <p><b>Anthropometrics</b> (such as. height and weight, BMI, waist circumference or waist to hips ratio)</p> <p><b>Body composition</b> (such as callipers, bio-electrical impedance)</p> <p><b>Archon</b> [or other valid tool of equal merit]</p> <p>The recognised centre is required to engage with the Archon Combine fitness testing system. The only exception to this rule is where the recognised centre can evidence access to another valid solution of equal merit.</p>

## Qualification Coordination Conditions

The recognised centre is required to supplement RC5.2 of the **Transcend Recognised Centre Conditions** with the following rules.

Learner pre-requisites	<p>The recognised centre is required to ensure that prior to registration for the qualification learners are required to:</p> <ul style="list-style-type: none"> <li>• be accurately identified</li> <li>• be at least 16 years of age</li> <li>• be able to evidence engagement in fitness</li> <li>• be able to evidence access to or a placement in a gym instruction and personal training environment</li> <li>• be able to communicate effectively in English if registered in England [reading, speaking, listening, and writing]</li> </ul> <p><b>Learners are not eligible to fulfil the role of gym instructor or personal trainer without direct supervision until 18 years of age.</b></p>										
Learner adjustments	<p>The recognised centre is required to be aware that there are barriers to access for learners with certain protected characteristics as defined by the Equality Act 2010. These are justified for physical and emotional safety purposes. These include but not limited to:</p> <table border="1" data-bbox="398 847 2040 1262"> <tr> <td><b>Age</b></td><td>Individuals under the age of 16 are not permitted to attend this qualification for safety purposes. As a result, no adjustments to this barrier can be applied.</td></tr> <tr> <td><b>Race</b></td><td>Individuals who do not communicate in English to an appropriate standard when registered in England will not be eligible to attend for regulatory purposes. As a result, no adjustments to this barrier can be applied.</td></tr> <tr> <td><b>Religion</b></td><td>Individuals who are required to wear certain apparel for religious purposes may not be eligible to attend the qualification for safety purposes. This must be reviewed on a case-by-case basis and risk assessment conducted prior to decisions being made. Adjustments to this barrier will only be applied where it is safe to do so.</td></tr> <tr> <td><b>Disability</b></td><td>Individuals with psychological, physiological, or sociological disabilities may find some of the competencies difficult and/or dangerous to their wellbeing. Each case must be evaluated to determine whether reasonable adjustments can be applied. Adjustments to this barrier will only be applied where it is safe to do so.</td></tr> <tr> <td><b>Pregnancy &amp; maternity</b></td><td>Individuals who are pregnant or under maternity may find some of the competencies to be detrimental to their health and that of their child. Each case must be evaluated to determine whether reasonable adjustments can be applied. Adjustments to this barrier will only be applied where it is safe to do so.</td></tr> </table> <p>Reasonable adjustments must be submitted to the awarding organisation on a case-by-case basis to support learners and ensure safety of participants. These should be requested in line with <i>Transcend Reasonable Adjustments Policy</i></p>	<b>Age</b>	Individuals under the age of 16 are not permitted to attend this qualification for safety purposes. As a result, no adjustments to this barrier can be applied.	<b>Race</b>	Individuals who do not communicate in English to an appropriate standard when registered in England will not be eligible to attend for regulatory purposes. As a result, no adjustments to this barrier can be applied.	<b>Religion</b>	Individuals who are required to wear certain apparel for religious purposes may not be eligible to attend the qualification for safety purposes. This must be reviewed on a case-by-case basis and risk assessment conducted prior to decisions being made. Adjustments to this barrier will only be applied where it is safe to do so.	<b>Disability</b>	Individuals with psychological, physiological, or sociological disabilities may find some of the competencies difficult and/or dangerous to their wellbeing. Each case must be evaluated to determine whether reasonable adjustments can be applied. Adjustments to this barrier will only be applied where it is safe to do so.	<b>Pregnancy &amp; maternity</b>	Individuals who are pregnant or under maternity may find some of the competencies to be detrimental to their health and that of their child. Each case must be evaluated to determine whether reasonable adjustments can be applied. Adjustments to this barrier will only be applied where it is safe to do so.
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<b>Religion</b>	Individuals who are required to wear certain apparel for religious purposes may not be eligible to attend the qualification for safety purposes. This must be reviewed on a case-by-case basis and risk assessment conducted prior to decisions being made. Adjustments to this barrier will only be applied where it is safe to do so.										
<b>Disability</b>	Individuals with psychological, physiological, or sociological disabilities may find some of the competencies difficult and/or dangerous to their wellbeing. Each case must be evaluated to determine whether reasonable adjustments can be applied. Adjustments to this barrier will only be applied where it is safe to do so.										
<b>Pregnancy &amp; maternity</b>	Individuals who are pregnant or under maternity may find some of the competencies to be detrimental to their health and that of their child. Each case must be evaluated to determine whether reasonable adjustments can be applied. Adjustments to this barrier will only be applied where it is safe to do so.										

Learner agreements	The recognised centre is required to ensure that every learner signs an agreement to attend all aspects of the training and assessment programme in line with the centre's delivery model for this qualification pathway.
Learner attendance and achievement records	The recognised centre is required to record all activities including the booking reference, dates, venues, and workforce per learner. Activities refer to applications, initial assessment, learner agreements, remote learning activities, attendance on practical workshops and assessments in the live training environments with real clients. It also refers to recording the receipt of learner's portfolios, marking of assessments, recording of results, reassessments, remarks, and quality assurance interventions. All activities and records must be completed within the learner registration period and subject to effective internal control before making a claim for certification for each learner.

## Qualification Delivery Model Conditions

The recognised centre is required to supplement RC5.3 of the **Transcend Recognised Centre Conditions** with the following rules.

### Qualification delivery model

The recognised centre is required to document their delivery models for this qualification. They may adopt the model provided by the awarding organisation as shown in this section. This requires the recommended model from the Transcend Level 2 Certificate in Gym Instruction Specification to be delivered. It should be succeeded by the recommended model in the Transcend Level 3 Diploma in Personal Training specification. Recognised centres that wish to develop an alternative model to establish their own USPs can do so.

All delivery models must be supported by a documented training and assessment programme. Inclusive teaching and learning materials should also be in place. Delivery models, programmes and materials must be mapped to the qualification specification, and the gym instruction and personal training unit specifications. The mapping must demonstrate compliance with the TQT, GLH, learning outcomes, assessment criteria, delivery content and assessment attainment indicators. All documentation must be approved in writing by the awarding organisation prior to delivery of each model. The model must be recorded for each cohort of learners and all details must be communicated to each learner prior to delivery.

Delivery Model Part 1: Gym Instructing			
Phase 1: Induction + Remote Learning	Phase 2: Practical Workshops	Phase 3: Practical Placement	Phase 4: Practical Observation
Induction Remote learning: GI Duties Remote learning: GI Drivers – Customer Remote learning: GI Drivers – Lifestyle Remote learning: GI Drivers – Anatomy Remote learning: GI Drivers – Technique Remote learning: GI Deployment – Skills	Practical workshops that focus on gym inductions, exercise supervision and technique whilst checking and challenging all knowledge in a practical context.	Gym inductions, instruction, and maintenance of the gym environment under supervision.  Portfolio of evidence collation  Task A: Profiling Task B: Programming Task C: Performance	Task D: Practical  Practical Demonstration Professional Discussion  Real client induction in a live gym environment
55 GLH 55 DSH	16 GLH	60 GLH 55 DSH	1 GLH
Total GLH: 132 Total DS:110 TQT: 242			

Qualification delivery model [continued]	Delivery Model Part 2: Personal Training											
	Phase 01: Remote learning		Phase 02: Practical Workshops		Phase 03: Placement Assessment		Phase 04: Practical +Professional Discussion					
	Induction Remote learning: PT Duties Remote learning: PT Drivers – Lifestyle Remote learning: PT Drivers – Health Remote learning: PT Drivers – Nutrition Remote learning: PT Drivers – Physiology Remote learning: PT Drivers – Technique Remote learning: PT Deployment – Skills Remote learning: PT Enterprise		Exercise Techniques		Client profiling Client programming Client evaluation  Group profiling Client programming Client evaluation  PT Enterprise Report  LIVE ENVIRONMENT		Practical observation of client session Practical observation of hard skills test  Skills review and 30-60 mins professional discussion          LIVE ENVIRONMENT					
	78 GLH		115 DSH		26 GLH		78 GLH		115 DSH		2 GLH	
	Total GLH: 184 Total DSH: 230 TQT: 414											
	The delivery models must enable learning and assessment within the 3-year registration period.											

## Qualification. Assessment Conditions

The recognised centre is required to supplement RC5.5 of the **Transcend Recognised Centre Conditions** with the following rules. The assessment framework for this qualification is externally set by Transcend as the awarding organisation and marked internally by a qualified assessor within the recognised centre.

### Assessment strategy

The recognised centre must ensure the assessment strategies confirmed in the Transcend Level 2 Certificate in Gym Instructing and the Transcend Level 3 Diploma in Personal Training are completed to achieve this qualification in the combined format and confirms competence for both roles in a single solution. These strategies are replicated here.

### Gym Instructor Assessment Strategy

The assessment methods are comprised of a placement, portfolio of evidence, practical observation in the live environment with a real client and professional discussion. These are embedded into the strategies outlined. The recognised centre will be granted access to the standardised assessment materials upon approval. The tasks are aligned to the assessment strategies and provide a clear indication of the knowledge and skills which will be assessed as part of the qualification. Recognised centres may use the awarding organisation assessment tools or alternatively they can develop their own to establish their USPs. In this case the assessment tools and guidance must be submitted for awarding organisation for approval prior to delivery and must be supported by detailed mapping to the qualification specification and the Transcend Level 2 Certificate in Gym Instructing.

To meet the demands of the market we have created two assessment strategies for the gym instructor role. The first is for employers who train in-house and the second is for training providers who do not have alliances with employers. The recognised centre is required to ensure that each learner adheres to one of the following assessment strategies, inclusive of the assessment tasks. All recognised centres are eligible to develop their own assessment materials. These must be submitted for awarding organisation for approval prior to delivery and must be supported by detailed mapping to the gym instructor strategy and units.

EMPLOYER STRATEGY		TRAINING PROVIDER STRATEGY	
Assessment Method 1: Portfolio of evidence		Assessment Method 1: Portfolio of evidence	
Task A	Placement in a gym environment	Task A	Profiling of a gym environment
Learners must attend a work placement in the gym environment. They must fulfil the duties under the direct supervision of a Fitness Manager. They must maintain a log of hours and record a high-level summary of activities undertaken. The supervisor must complete workplace observation. All outcomes must be signed by the supervisor once completed.		Learners must conduct a profiling activity of a local gym environment. They must write a report that evidences their understanding of the duties of a gym instructor. The mentor must complete a professional discussion on their report. All outcomes must be signed by the supervisor once completed.	
Task B1	Programme preparation		
Learners must conduct a client consultation with a real client in the live gym environment which focuses on lifestyle and physical assessment. They must review the results and work with the client to establish lifestyle and physical development goals.			
Task B2	Programme engagement		
Learners must design, supervise, adapt, and review a 4-6-week gym programme [minimum 6 sessions]. This must be with a real client in the gym environment. The learner must support the achievement of their clients' goals, which must consider lifestyle and physical interventions in light of the goals.			
Task C	Performance		
Learners must review their own performance as a gym instructor in the gym environment. They should then create a personal development plan.			
Assessment Method 2: Practical Demonstration with professional discussion			
Learners must complete an invigilated practical assessment which requires them to deliver an induction to a single client. They must then participate in a professional discussion and answer associated questions on any of aspect of the portfolio of evidence and practical assessment. This will include identifying how this induction could be adapted for small groups and other individuals. It is assumed that the client in question has already completed a consultation and is due to commence a programme. The demonstration and discussion must take 40-60 minutes.			



## Personal Training Assessment Strategy

The assessment methods are comprised of a placement, portfolio of evidence, practical observation in the live environment with a real client and professional discussion. These are embedded into the strategies outlined. The recognised centre will be granted access to the standardised assessment materials upon approval. The tasks are aligned to the assessment strategies and provide a clear indication of the knowledge and skills which will be assessed as part of the qualification. Recognised centres may use the awarding organisation assessment tools or alternatively they can develop their own to establish their USPs. In this case the assessment tools and guidance must be submitted for awarding organisation for approval prior to delivery and must be supported by detailed mapping to the qualification specification and the Transcend Level 3 Diploma in Personal Training.

Task	Task Title	Task Summary	
Task A	Applied Case Study [Single Client]  6- 12 weeks [minimum 12 sessions]	A1	The learner must source a client who is 16+ years and who has a clear PARQ. Conduct initial client consultation and assessment [Lifestyle, health, Nutrition, Physiological]
		A2	The learner must design, deliver, monitor, and adapt a programme and all associated sessions to support achievement of a clients' goals in all areas [Lifestyle, health, Nutrition, Physiological]
		A3	The learner must review the programme considering clients' goals. Justify decisions made and evaluate the impact of the whole intervention on behaviour change. Explain how the programme should be adapted for other clients based upon different needs.
Task B	Applied Case Study [small Group of three] 4 weeks [min 4 sessions]	The learner must design and deliver an exercise programme and associated sessions for a small group considering a group goal and associated baseline assessment. The learner must evaluate the effectiveness of the programme and impact on any behavioural change considering the collective goal.	
Task C	Synoptic Skills Assessment	The learner must submit a portfolio of evidence for assessment. The assessor will review the portfolio and will then conduct an: <ul style="list-style-type: none"> <li>• Invigilated observation of the delivery of a client session with a real client in a live personal training environment</li> <li>• Invigilated observation of hard skills test</li> <li>• Invigilated professional discussion [all aspects of the portfolio and practical observations]</li> </ul>	
Task D	PT Enterprise Report	The learner must create a business plan for a theoretical or real live personal training enterprise which includes: <ul style="list-style-type: none"> <li>• a marketing plan for a theoretical or real live personal training enterprise</li> <li>• a financial management plan for a theoretical or real live personal training enterprise</li> <li>• an IT plan for a theoretical or real live personal training enterprise</li> </ul>	

Assessment tasks	<p>The recognised centres that use the awarding organisation assessment materials must apply these consistently and in accordance with the guidance and rules. These are designed specifically to promote validity, reliability, manageability, comparability and to minimise any bias. To support learners in the achievement of the assessment tasks the Transcend Learner Assessment Portfolio is available to all recognised centres.</p> <p>The recognised centres that wish to develop their assessment own materials must submit these to the awarding organisation for approval prior to delivery. These must be supported by detailed mapping to the qualification and will be evaluated for validity purposes to ensure the level of demand in each task is comparable. The recognised centre must not use their own assessment materials without prior approval from the awarding organisation.</p>
Assessment environment	<p>The recognised centre is required to ensure the assessment tasks are completed in safe, secure environments. Learners must collate their portfolio of evidence whilst working with real clients in the live training environment. The practical observations must be completed with a real client in live training environments. Learners can submit evidence by video dependent upon the delivery model selected by the recognised centre. Video submissions must adhere to the awarding organisation rules to ensure compliance with real time rules. Professional discussions may be completed via remote web methods. In these cases, the leaders must be clearly identifiable, and steps must be taken to prevent any misrepresentation.</p>
Assessment authentication	<p>The recognised centre is required to ensure that the learner completes assessment tasks without support from others. All assessment must be their own work. Assessors should authenticate work during practical observations and professional discussions.</p>
Assessment marking	<p>The recognised centre is required to ensure that a qualified assessor marks the assessment in accordance with the assessment guidance, fair principles and VARCS rules of evidence. VARCS requires the assessment marking to be valid, authentic, relevant, current, and sufficient. If learners are dissatisfied with the decision considering these rules' learners should follow their recognised centre's appeals process.</p>

Assessment tasks	<p>The recognised centres that use the awarding organisation assessment materials must apply these consistently and in accordance with our guidance and rules. These are designed specifically to promote validity, reliability, manageability, comparability and to minimise any bias. To support learners in the achievement of the assessment tasks the Transcend Learner Assessment Portfolio is available to all recognised centres.</p> <p>The recognised centres that wish to develop their own assessment materials must submit these to the awarding organisation for approval prior to delivery. These must be supported by detailed mapping to the qualification and will be evaluated for validity purposes to ensure the level of demand in each task is comparable. The recognised centre must not use their own assessment materials without prior approval from the awarding organisation.</p>
Assessment environment	<p>The recognised centre is required to ensure the assessment tasks are completed in a safe, secure environment. Learners must collate a portfolio of evidence whilst working with real clients in the live personal training environment. The practical observation with questioning must be completed with a real client in a live personal training environment. Learners can submit evidence by video dependent upon the delivery model selected by the recognised centre. Video submissions must adhere to the awarding organisation rules.</p>
Assessment authentication	<p>The recognised centre is required to ensure that the learner completes assessment tasks without support from others. All assessment must be their own work. Assessors should authenticate work during practical observations and professional discussions.</p>
Assessment marking	<p>The recognised centre is required to ensure that a qualified assessor marks the assessment in accordance with the assessment guidance and the fair and VARCS rules of evidence. This means that the assessment must be fair, valid, authentic, relevant, current, and sufficient. If learners are dissatisfied with the decision considering these rules' learners should follow their recognised centre's appeals process.</p>

Assessment attainment	<p>The recognised centre is required to ensure that the assessment for this qualification is graded on a PASS/FAIL basis. Assessment criteria and attainment indicators are confirmed in the unit specification. The assessment guidance is also available to support standardisation. These are made available to assessors and learners to support valid and accurate assessment across assessors, recognised centres and over time. Learners must produce evidence against each task. This must be marked in line with the attainment indicators to enable learners to successfully achieve the qualification.</p> <p>The recognised centre's that use their own assessment tasks must create an assessment guidance which aligns to the attainment indicators in the units' specifications. This must be approved by the awarding organisation prior to implementation.</p>
Assessment re-takes	<p>The recognised centre is required to ensure learners are granted three assessment opportunities for each component of the assessment. They may be charged for reassessment at their recognised centre's discretion. All assessment and reassessment must be completed within the 3-year period of registration. If learners have not been confirmed as competent by this time, they will not be awarded the qualification.</p>
Assessment re-marks	<p>The recognised centre is required to enforce re-marks at the request of the internal or external moderators or in the event of a learner appeal. Where this is associated with a written piece of work, the recognised centre is required to arrange a remark by an alternative assessor. Where the two outcomes are different, we would expect that a third re-mark is completed. Where the recognised centre does not have this many qualified assessors, they are required to request support via the <a href="#">Transcend Engagement Team</a>.</p> <p>Where the appeal is associated with the outcomes of the practical observation or professional discussion, the assessment records should be reviewed. It is then down to the discretion of the recognised centre to investigate and determine whether the assessment decision stands or whether the assessment decision should be overturned. Where internal moderation has been completed on that assessment, the decision should ideally stand unless evidence suggests otherwise. Only if learners have exhausted the centre's appeals process should they bring the matter to Transcend, where the appeal will be managed in accordance with the <i>Transcend Appeals Policy</i>.</p>

Qualification Quality Assurance Conditions			
<p>The recognised centre is required to supplement RC5.5 of the Transcend Recognised Centre Conditions with the following rules noting that this qualification has been assigned a <b>high-risk profile</b> based upon the following risk indicators. The areas in green have been selected for this qualification based upon the information contained in this specification. An average of the assigned risk levels was determined to establish the overall risk profile the qualification</p>			
Qualification Risk indicator	Low	Medium	High
Qualification purpose	Personal development	Professional development	Professional practice
Qualification size	Award	Certificate	Diploma
Qualification level	EL3 – L2	L3-L4	L5-8
Qualification assessment method	Portfolio, Practical, PD and Presentation	Portfolio and Practical or PD or Presentation	Portfolio only
Qualification assessment manageability	Real time assessment not required	Real time assessment on course/programme	Real time assessments in workplace
Qualification assessment authentication	Assessor present	Assessor part present	Assessor not present
Qualification Risk Profile	HIGH RISK		

Internal quality assurance	<p>The recognised centre is required to have an internal quality assurance strategy in place which must consider:</p> <ul style="list-style-type: none"> <li>Internal scrutiny of qualification sites [safety checks]</li> <li>Internal scrutiny of qualification workforce [CPD checks]</li> <li>Internal scrutiny of qualification coordination [data<sup>1</sup> checks]</li> <li>Internal scrutiny of qualification delivery [teaching observations]</li> <li>Internal scrutiny of qualification assessment [risk-based moderation]</li> <li>Internal scrutiny of qualification assessment [standardisation activities]</li> </ul>
Internal moderation	<p>The recognised centre is required to conduct risk-based internal moderation activities. Internal moderation is defined as a form of <b>Centre Assessment Standards Scrutiny</b> for assessment which is marked by the centre to ensure that standards have been maintained and to adjust results where they have not. The recognised centre is required to ensure that Internal moderation takes place on each cohort before results are reported to the awarding organisation and requests for certification are made. Sampling strategies must consider the following key risk indicators:</p> <ul style="list-style-type: none"> <li>the risk profile for this qualification which is <b>HIGH</b></li> <li>the experience of the assessors in their role as an assessor</li> <li>the experience of the assessors in the delivery of these qualifications</li> <li>the assessment samples to include portfolios across every learner cohort</li> <li>the assessment samples to include observations of practical assessment periodically</li> <li>the number of learners registered and whether these attend a course or rolling programme.</li> </ul> <p>The recognised centre should identify a % of learners to be sampled per assessor per course OR a % of learners to be sampled per assessor on rolling programmes within a set period. The set period should be selected based upon the number of learners due for certification.</p>

<sup>1</sup> Data checks must as a minimum consider timely and accurate coordination of the course/programmes and must refer to the delivery venue, fair recruitment, initial assessment, access arrangements, learner agreements, allocation of workforce, attendance, retention, achievements across the assessment and reassessments for each task aligned to the assessment strategy, internal moderation dates, results reporting and certification requests. This data must be captured and subject to internal control for every learner prior to requests for certification being made.

<p>External quality assurance</p>	<p>The recognised centre is required to cooperate with the external quality assurance activities conducted by the awarding organisation workforce. The external quality assurance approach determines the nature, frequency and sampling sizes as shown:</p> <p>Scrutiny of the qualification workforce competence checks on 100% bookings  Scrutiny of the qualification delivery venue and facility safety via risk-based external <b>monitoring</b> activities.  Scrutiny of the qualification coordination timings and accuracy via risk-based external <b>monitoring</b> activities.  Scrutiny of the qualification delivery to prepare learners for assessment via risk-based external <b>monitoring</b> activities.  Scrutiny of the qualification assessment standards via risk-based external <b>moderation</b> interventions.  Scrutiny of the qualification internal quality assurance via risk-based external <b>moderation</b> interventions.</p> <p>The external <b>monitoring</b> activities take place during external <b>moderation</b> interventions. This enables us to evaluate compliance across the breadth of the centre recognition and supplementary qualification approval conditions at the same time as scrutinizing the assessment standards. This enables us to maximise the application of our resources.</p> <p>Our <b>external quality assurance reports</b> may be communicated per moderation intervention in a matrix via email or via the web based in the Transcend Awarding Management System via TAMS. This is dependent on the number of learners to be certificated and the level of compliance of the recognised centre in the delivery of the qualifications. We will collaborate with each centre to determine this. The rationale is to ensure efficiency in our reporting and certifications. Where a matrix approach is adopted, these will be collated periodically and uploaded into TAMS for audit purposes. We report the result of each external moderation intervention in the <b>Results Validation</b> section of the relevant <b>Booking Form</b> in TAMS. This is to ensure that an audit of results is accurately, effectively, and efficiently captured and can be viewed by the recognised centre and the awarding organisation workforce.</p>
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External moderation	The recognised centre is required to cooperate with the awarding organisation's risk-based external moderation interventions. External moderation is defined as a form of <b>Centre Assessment Standards Scrutiny</b> for assessment which is marked by the centre to ensure that standards have been maintained and to adjust results where they have not. The moderation strategy shown here is associated with the assessor's experience in delivering these qualifications, the <b>high-risk</b> profile assigned to this qualification and the recognised centres qualification approval risk profile for the qualification. The strategy is designed to confirm the scrutiny method [moderation], the frequency of the interventions and the sample size [learners and assessment activities].	
	<b>Strategy 01: First assessments per assessor [aligned to the product risk profile which is HIGH]</b>	
	Courses	50% of 30 learners assessment to be moderated across 100% tasks within the LAP <b>per learner</b> for each new assessor
	Programmes	50% of 30 learners assessment to be sampled across 100% tasks within the LAP <b>per learner</b> for each new assessor
	<b>Strategy 02a: COURSE MODEL Ongoing assessments per assessor [based on recognised centre product approval risk profiles]</b>	
	Low risk	20% LAPs to be moderated across 100% tasks within the LAP <b>across</b> learners for each assessor <b>per</b> booking
	Medium risk	25% LAPs to be moderated across 100% tasks within the LAP <b>across</b> learners for each assessor <b>per</b> booking
	High risk	30% LAPs to be moderated across 100% tasks within the LAP <b>across</b> learners for each assessor <b>per</b> booking
	<b>Strategy 02b: PROGRAMME MODEL Ongoing assessments per assessor [based on recognised centre product approval risk profiles]</b>	
	Low risk	20% LAPs to be moderated across 100% tasks within the LAP <b>across</b> learners for each assessor <b>across</b> bookings <sup>2</sup>
	Medium risk	25% LAPs to be moderated across 100% tasks within the LAP <b>across</b> learners for each assessor <b>across</b> bookings
	High risk	30% LAPs to be moderated across 100% tasks within the LAP <b>across</b> learners for each assessor <b>across</b> bookings

<sup>2</sup> The term **across booking** is associated with a period which will be confirmed per centre dependent on the number of requests for certification within that time period. All learners within this time period per assessor will be considered to be a cohort.



External moderation of real time assessments	<p>The moderation strategies for real time assessment are associated with the <b>high-risk</b> profile assigned to this qualification. Real time assessment is defined as assessments where the learner and the assessor are present. In this qualification this refers to:</p> <ul style="list-style-type: none"> <li>• Practical observations</li> <li>• Professional discussions</li> </ul>	
	Real time assessment strategy	
	RTA Strategy 01	EQA Presence and moderation annually as a minimum to all centres, per qualification per real time assessment.
	RTA Strategy 02	EQA Presence and moderation per centre, per real time assessment for every 08 courses or 200 learners on rolling programmes in the annual cycle.

## Appendix: Qualification Specification Version Control

This document is subject to version control. We will request feedback from centres in advance of any change. We will then inform centres of the changes made in advance and will re-publish the specification via our website. All changes will be tracked here and confirmed as an updated version.

Version	Publication date	Publication details
Version 01	01.01.2020	<b>Publication 01</b>
Version 02	01.09.2021	<b>Publication 02:</b> The qualification specification has been updated in the new format. The quality assurance section contains the new CASS strategy.