



TRANSCEND
AWARDS

Transcend Level 3 Diploma in Personal Training

Qualification Unit Specification

Version 01: 19 March 2019

future fit
TRAINING



CIMSPA
Endorsed

Professional
Standards

Welcome!

Welcome to the **Transcend Level 3 Diploma in Personal Training Unit specification**. Transcend Awards Limited is an awarding organisation regulated by Ofqual in England and this qualification is regulated in England by Ofqual. This specification must be read and complied with conjunction with the *Transcend Centre Recognition Conditions, the Transcend Level 3 Diploma in Personal Training Qualification specification and Assessment Guidance*.

Qualification Unit Specification		Page
Unit 01	Duties of a Personal Trainer	03
Unit 02	Driving behaviour change through lifestyle intervention and impact analysis	08
Unit 03	Driving behaviour change through health and wellbeing intervention and impact analysis	09
Unit 04	Driving behaviour change through nutritional intervention and impact analysis	11
Unit 05	Driving behaviour change through anatomical and movement systems intervention and impact analysis	12
Unit 06	Driving behaviour change through exercise technique intervention and impact analysis	17
Unit 07	Deployment of a Personal Trainer	18
Unit 08	Deployment of a personal training enterprise	24
Qualification Unit Specification Appendix		
Document version control		25

Unit 1						
Unit title:		Duties of a Personal Trainer			Unit Level	3
Unit aim:		The aim of this unit is to develop the learners understanding of the personal trainer's role, responsibilities and required duty of care. It is recommended that to fulfil their duties effectively the personal trainer engages with the Archon Combine fitness testing and review software to promote valid results and evidence behaviour change.				
Learning outcomes		Assessment criteria		Delivery content and assessment attainment indicators	PTIS	Assessment
LO1	Understand the responsibilities associated with professional practice	AC1.1	Justify conduct and ability to portray a professional image	Consideration of appropriate behaviours to portray a professional image and role modelling: <ul style="list-style-type: none"> positive, motivating and empowering honest, trustworthy and possessing personal integrity being respectful of clients and other professionals, committed, non-judgemental, consistent. 	K8.1	TASK A3 Client Impact Report
		AC1.2	Justify adherence to professional ethics related to the role	Consideration of ethical practices: <ul style="list-style-type: none"> professional membership, professional code of conduct, role boundaries and scope of practice and responsibilities, representation of skills, abilities and knowledge interface with other relevant professionals and business practices 	K8.2	TASK A3 Client Impact Report
		AC1.3	Justify adherence to current legislation and organisational procedures relevant to own role	Consideration of legislation and associated organisational procedures: <ul style="list-style-type: none"> conflicts of interest GDPR, client privacy and confidentiality, safeguarding children, vulnerable adults and DBS equality and diversity health and safety at work and reporting of injuries control of substances hazardous to health, diseases and dangerous occurrences regulations, electricity at work regulations first aid regulations personal liability insurance individual organisational policies and procedures. 	K8.3	TASK A3 Client Impact Report

Learning outcomes		Assessment criteria		Delivery content and assessment attainment indicators	PTIS	Assessment
LO2	Understand the impact of Professionally interacting and effective communication	AC2.1	Justify ability interact professionally with clients and relevant professionals to ensure effective client intervention	Consideration of introduction methods Consideration of rapport building Consideration of connecting with people to create a positive experience Consideration of adapting communication style to suit client needs, Consideration of presenting accurate information in an appropriate manner ¹	K9.1	TASK A3 Client Impact Report
		AC2.2	Justify application of different communication techniques and methods to ensure effective client intervention	Consideration of nonverbal techniques: <ul style="list-style-type: none"> • Observation • body language • eye contact • active listening Consideration of verbal techniques: <ul style="list-style-type: none"> • Negotiation to deal with resistance to change • questioning, [open-ended V closed questioning] • motivational interviewing • reflective statements, paraphrasing, summarising, • decisional balance sheet 	K9.2	TASK A3 Client Impact Report
LO3	Understand the client consultation and assessment and review process	AC3.1	Justify the client consultation process to ensure effective client intervention	Consideration of conduct of 1:1 consultation to create initial profile Consideration of assessment to gather relevant information ²	K4.1	TASK A3 Client Impact Report
		AC3.2	Justify selected client assessment tools and confirm accuracy of implementation to ensure effective client intervention	Consideration of tool appropriate to the client + assessment conditions ³ Consideration of assessment range ⁴ Consideration of postural assessment ⁵ Consideration of use of Archon Combine fitness testing for validity	K4.1	TASK A3 Client Impact Report
		AC3.3	Justify effectiveness of client monitoring and review to ensure effective client intervention	Consideration of regular assessments to monitor progress towards goals Consideration of review and revision of exercise programmes with client based on results/goals/individual needs/changing circumstances Consideration of use of Archon Combine Fitness Testing for validity	K4.1	TASK A3 Client Impact Report

¹ Sensitivity, discretion, non-judgemental manner, respect the individuality of the client, language and terms understood by client/simplify technical information

² Previous and current level of activity, exercise likes and dislikes

³ Client assessment tools may include with or without equipment, individual versus group assessment and factors affecting assessment validity, reliability and objectivity

⁴ Resting heart rate, blood pressure, cardio-respiratory fitness (recommend use of Archon Combine), muscular strength (recommend use of Archon Combine), muscular endurance (recommend use of Archon Combine), flexibility, body composition, contraindications and limitations for testing

⁵ Static and dynamic postural analysis, optimal postural alignment, postural deficiencies/deviations

Learning outcomes		Assessment criteria		Delivery content and assessment attainment indicators	PTIS	Assessment
LO4	Understand how to set and adapt meaningful SMART goals linked to client's individual needs, wants and motivators.	AC4.1	Justify meaningful and smart goals to ensure effective client intervention	Consideration of setting goals with clients based on needs and wants Consideration of setting goals with clients based on motivations Consideration of setting goals with clients based on capabilities Consideration of setting goals for fitness via Archon Combine for effectiveness	K4.2	TASK A3 Client Impact Report
		AC4.2	Justify effectiveness of goal monitoring and adapt to ensure effective client intervention	Consideration of application of tests to check goal achievement Consideration of application of tests to support monitoring Consideration of application of tests to support adaptation Consideration of adaptation based on needs, wants, motivations + capabilities Consideration of adaptation based upon fitness results via Archon Combine	K4.2	TASK A3 Client Impact Report
LO5	Understand how to design and tailor exercise programmes for a range of clients within scope of practice.	AC5.1	Justify design of programmes tailored to meet individual needs within scope of practice to ensure effective client intervention	<p>Consideration of design and tailoring of exercise programmes for a range of clients within scope of practice. This list here is not exhaustive:</p> <ul style="list-style-type: none"> • sedentary • recovering from injury • over-trained • high-level performer • sport specific performer • clients with low-risk health conditions <p>Consideration of application of principles of training to exercise programme design to develop</p> <ul style="list-style-type: none"> • cardiovascular endurance, • muscular strength (hypertrophy and endurance), • flexibility, • body composition, • posture, core stability and motor skills. <p>Consideration of advantages and disadvantages of exercising at various intensities for:</p> <ul style="list-style-type: none"> • sedentary [untrained] • experienced [trained] • high-level performers [well trained]. 	K4.2 K4.3	TASK A2.1 Client Programme W1-4 [Programme justifications section]

Learning outcomes		Assessment criteria		Delivery content and assessment attainment indicators	PTIS	Assessment
LO5	Understand how to design and tailor exercise programmes for a range of clients within scope of practice [continued]	AC5.2	Justify application of a range of different protocols and tools to ensure effective client intervention	<p>Consideration of the range of different protocols and tools:</p> <ul style="list-style-type: none"> • Calculations of repetition maximums (1RM – 10RM). • Methods of monitoring exercise intensity to include, maximum heart rate formula, Rate of Perceived Exertion (RPE) scales, both 6-20 and 1-10, Metabolic equivalents (METs), Kilocalories per hour (Kcal.hr), visual assessment and verbal assessment (talk test). <p>Consideration of rep ranges [strength, power, endurance + muscle hypertrophy] Consideration of HR training zone models [developing aerobic + anaerobic capacity] Consideration of the current ACSM⁶ to develop different components of fitness Consideration of the relevant guidelines for hands-on-contact with clients⁷ Consideration of reasons for periodisation or progressive programming and principles</p>	K4.2	TASK A2.1 Client Programme W1-4 [Programme justifications section]
LO5	Understand how to design and tailor exercise programmes for a range of clients within scope of practice [continued]	AC5.3	Justify the selected variables of training and tailored programmes in support of individuals goals to ensure effective client intervention	<p>Consideration of manipulation of the FITT principle to tailor exercise programmes:</p> <ul style="list-style-type: none"> • choice of exercises • sequence of exercise • resistance and repetitions • number of sets, rest between sets (recovery) • speed of movement • type of muscle contraction • duration of session • rest between sessions • volume of training • split routines • development of aerobic and anaerobic CV fitness, strength endurance, hypertrophy, speed and power 	K4.4	TASK A2.1 Client Programme W1-4 [Programme justifications section]
		AC5.4	Justify implementation of principles of training within exercise programme to ensure effective client intervention	<p>Consideration of specificity Consideration of progressive overload Consideration of reversibility Consideration of adaptability Consideration of individuality Consideration of recovery time Consideration of individual client wants goals and needs Consideration of importance of adequate rest phases between training loads Consideration of the importance of signs and symptoms of overtraining</p>	K4.5	TASK A2.1 Client Programme W1-4 [Programme justifications section]

⁶ or other recognised International guidelines

⁷ with reference to relevant Code of Ethics and Health and Safety guidelines

Learning outcomes		Assessment criteria		Delivery content and assessment attainment indicators	PTIS	Assessment
LO5	Understand how to design and tailor exercise programmes for a range of clients within scope of practice [continued]	AC5.5	Justify selected modes of training within exercise programme to ensure effective client intervention	<p>Consideration of and reaction to different environments [gym-based] Consideration of and reaction to different environments [studio-based] Consideration of and reaction to different environments [sports hall] Consideration of and reaction to different environments [outdoors] Consideration of and reaction to different environments [home-based] Consideration of and reaction to different environments [confined space] Consideration of and reaction to different exercise modes</p> <ul style="list-style-type: none"> • resistance training (machines, free-weights, bodyweight) • CV training, circuit training, body conditioning • core exercise • flexibility training 	K4.6	<p>TASK A2.1 Client Programme W1-4</p> <p>[Programme justifications section]</p>
		AC5.6	Differentiate design and tailoring of exercise programmes for individuals and small groups within scope of practice	<p>Consideration of and design of effective small group PT sessions Consideration of balance of needs of individuals and the group Consideration of Archon Combine for group fitness testing monitoring and review</p>	K4.7	TASK B Group Intervention Report

Unit 2					
Unit title:		Driving behaviour change through lifestyle intervention and impact analysis			Unit Level 3
Unit aim:		The aim of this unit is to develop the learner's ability to influence lifestyle and behaviour through personal training consultation, programme delivery and impact analysis.			
Learning outcomes		Assessment criteria		Delivery content and assessment attainment indicators	PTIS
LO1	Understand how to educate clients on the components of a healthy lifestyle.	AC1.1	Review components of a healthy lifestyle and factors that affect health and wellbeing to ensure effective client intervention	Consideration of components of a healthy lifestyle Consideration of factors that affect health and wellbeing ⁸	K2.1
		AC1.2	Educate clients the components of a healthy lifestyle through relevant techniques to ensure effective client intervention	Consideration of education of clients on components of healthy lifestyles Consideration of education through effective communication and signposts	K2.1
LO2	Understand psychological theory, factors and motivational techniques that can influence positive behaviour change	AC2.1	Evaluate psychological factors that can influence change to ensure effective client intervention	Consideration of psychological factors: <ul style="list-style-type: none"> • intrinsic and extrinsic motivation • social support and peer pressure • individual client needs and differences (experienced, inexperienced, active and inactive) • motives and barriers to change (perceived and actual, self-recognition of own barriers, reinforcement) • self-efficacy Consideration of relevance and use of psychological questionnaires	K2.2
		AC2.2	Select relevant approaches that can motivate positive behaviour change to ensure effective client intervention	Consideration of motivational theories and approaches ⁹ Consideration of methods to identify a client's readiness to change Consideration of methods to identify characteristics at each stage of change Appropriate interventions/strategies to use at each stage ¹⁰	K2.3

⁸ smoking, alcohol, nutrition, physical activity levels and preferences, weight management, rest and relaxation, relaxation training, stress (signs, symptoms, effects and management), work patterns/job, relevant personal circumstances, posture

⁹ Arousal theories, stages of change/trans-theoretical model, motivational interviewing)

¹⁰ decisional balance sheet/pros and cons/cost benefit analysis, fitness testing, overcoming barriers, goal setting, behavioural modification techniques, planning for relapse/contingency planning, rewards, focusing, support systems, reinforcement strategies and self-monitoring

Unit 3						
Unit title:		Driving behaviour change through health and wellbeing intervention and impact analysis			Unit Level	3
Unit aim:		The aim of this unit is to develop the learner's ability to influence health and wellbeing through personal training consultation and programme delivery.				
Learning outcomes		Assessment criteria		Delivery content and assessment attainment indicators	PTIS	Assessment
LO1	Understand health conditions, screening, risk stratification and signposting to ensure safe practice	AC1.1	Consider health conditions and medically controlled diseases to ensure effective client intervention	Consideration of a range of health conditions and medically controlled diseases ¹¹	K3.1	TASK A1 Client Consultation Report
		AC1.2	Justify choice of health screening method to ensure effective client intervention	Consideration of PAR-Q and PAR-Q+ Consideration of organisation or employer devised methods	K3.2	TASK A1 Client Consultation Report
		AC1.3	Justify risk stratification models, signposting and referral to ensure effective client intervention	<p>Consideration use of recognised tools:</p> <ul style="list-style-type: none"> Irwin and Morgan traffic light system ACSM categories National/locally agreed protocols/referral pathways (where/when exist) <p>Consideration of relevant health history, Consideration of current health status in relation to:</p> <ul style="list-style-type: none"> risk factors for heart disease, the identification of medical conditions that would necessitate medical clearance or referral to an appropriate medical professional or other clinician or medically supervised exercise programme, past and present injuries and disabilities. <p>Consideration of risk stratification approach [clear understanding of the absolute contraindications to exercise and factors that indicate that a client is at 'low, medium or high risk' of an adverse event occurring during exercise/propensity for risk].</p> <p>Gaining informed consent.</p>	K3.2	<p>TASK A1 Client Consultation Report</p> <p>TASK A2.1 Client Programme W1-4</p> <p>[Programme Justifications]</p>

¹¹ common conditions and diseases (e.g. obesity, osteoporosis, mental health problems (stress/depression/anxiety) back pain, hypertension, angina and Coronary Heart Disease (CHD), pre-diabetes and diabetes, prevalent forms of arthritis, stroke, cancer, asthma, chronic obstructive pulmonary disease (COPD), chronic fatigue and eating disorders)

Learning outcomes		Assessment criteria		Delivery content and assessment attainment indicators	PTIS	Assessment
LO2	Understand professional role and scope of practice when offering health and wellbeing advice	AC2.1	Consider scope of practice and professional boundaries to ensure effective client intervention	<p>Consideration of education of range of roles + practice scope [list is not exhaustive]:</p> <ul style="list-style-type: none"> • Personal trainers • Doctors • Physiologists • Physiotherapists • Occupational therapists • Strength and conditioning coach • Dietitian/nutritionists • Exercise referral instructors. <p>Consideration of liaison with professionals regarding unfamiliar medical conditions.</p>	K3.3	TASK A1 Client Consultation Report
		AC2.2	Consider evidence-based and reputable intel sources to ensure effective client intervention	<p>Consideration of organisations and websites where information can be sought/clients can be signposted [list is not exhaustive]:</p> <ul style="list-style-type: none"> • NHS Choices • British Heart Foundation • BHF National Centre for Physical Activity and Health • Change 4 Life • Department of Health Campaigns • Diabetes UK • UK Chief Medical Officer national recommended guidelines for PA + health. <p>Consideration of evidence-based health benefits of physical activity. Consideration of dose-response relationship. Consideration of research methods for unfamiliar medical conditions for exercise info</p>	K3.3	TASK A1 Client Consultation Report

Unit 4						
Unit title:		Driving behaviour change through nutritional intervention and impact analysis			Unit Level	3
Unit aim:		The aim of this unit is to develop the learner's ability to influence behaviour change through nutritional intervention and impact analysis.				
Learning outcomes		Assessment criteria		Delivery content and assessment attainment indicators	PTIS	Assessment
LO1	Understand the principles of nutrition	AC1.1	Deliver relevant advice aligned to the principles of nutrition	Consideration of main nutrients and their food sources ¹² Consideration of importance of hydration Consideration of importance of macro-nutrients and micronutrients Consideration of influence of nutrition on health ¹³	K6.1	TASK A1 Client Consultation Report
LO2	Understand effective application of nutritional assessment tools	AC2.1	Justify use of nutritional assessment tools to ensure effective client intervention	Consideration of food diary Consideration of food recall Consideration of food frequency questionnaires Consideration of body composition assessment	K6.3	TASK A1 Client Consultation Report
		AC2.2	Justify choice of methods for estimating metabolic rates and energy requirements to support the achievement of client goals	Consideration of methods to estimate resting metabolic rate and energy requirements to support the achievement of client goals	K6.4	TASK A1 Client Consultation Report
LO3	Understand how to educate and motivate through nutritional strategies relevant to the individuals needs	AC2.3	Justify nutritional strategies to ensure effective client intervention	Consideration of current government healthy eating guidelines for individual client Consideration of current evidence-based recommendations to individual client Consideration of current application to individual client's in light of: <ul style="list-style-type: none"> weight management and health hypertrophy sports performance Consideration of education and encouragement to clients to make good food choices	K6.2	TASK A2.1 Client Programme W1-4 [Programme Justifications]

¹² Carbohydrate, fats (saturated, un-saturated, essential fatty acids), protein, vitamins, minerals, water

¹³ Obesity, cholesterol, omega 3 and 6 ratio, cancer risk [this list is not exhaustive]

Unit 5					
Unit title:		Driving behaviour change through anatomical and movement systems intervention and impact analysis			Unit Level 3
Unit aim:		The aim of this unit is to develop the learner's ability influence behaviour change through consideration of anatomical, physiology and kinesiology in client consultation and programme delivery.			
Learning outcomes		Assessment criteria		Delivery content and assessment attainment indicators	PTIS Assessment
LO1	Understand the classification, structure and function of bones and the effects of exercise	AC1.1	Consider the classification, structure and function of bones to ensure effective client intervention	<p>Consideration of classification and structure:</p> <ul style="list-style-type: none"> Long, short, flat, sesamoid, irregular bones Compact and spongy/cancellous tissue, articular cartilage, epiphysis, diaphysis, periosteum, epiphyseal plates, bone marrow, the vertebral column (cervical, thoracic, lumbar, sacral and coccygeal), stages of bone growth, remodelling process, ageing process, osteoblasts and osteoclasts <p>Consideration of function:</p> <ul style="list-style-type: none"> Muscle attachments and levers protection of internal organs red and white blood cell production stages of bone growth, remodelling process, ageing process, the role of osteoblasts, osteoclasts, hormonal contribution, body weight, calcium and Vitamin D in bone density 	K1.1 TASK A1 Client Consultation Report
		AC1.2	Consider the impact of exercise on bones to ensure effective client intervention	<p>Consideration of the effects of exercise:</p> <ul style="list-style-type: none"> weight bearing and non-weight-bearing exercise acute and chronic effects stabilisation of the body neutral spine alignment potential ranges of movement of the spine transmission of stress caused by impact, body weight, bone density 	K1.1 TASK A2.1 Client Programme W1-4 TASK A2.2 Client Programme W5-8 TASK A2.3 Client Programme W9-12

Learning outcomes		Assessment criteria		Delivery content and assessment attainment indicators	PTIS	Assessment
LO2	Understand the classification, structure and function of joints and the effects of exercise	AC2.1	Consider the classification, structure and function of joints to ensure effective client intervention	<p>Consideration of classification and structure:</p> <ul style="list-style-type: none"> Fibrous, cartilaginous, synovial Joint capsule, synovial membrane, synovial fluid, ligaments, tendons Cartilage (hyaline and fibrocartilage), curves/regions of the spine <p>Consideration of function:</p> <ul style="list-style-type: none"> Joint movement terminology: flexion and extension, adduction and abduction, circumduction, supination and pronation, plantar flexion and dorsiflexion, lateral flexion and extension, horizontal flexion and extension, elevation and depression, inversion and eversion, tensile strength of ligaments Planes of motion: transverse, frontal and sagittal Joint stability, passive and active structures, shock absorption (e.g. natural curves of the spine) 	K1.2	TASK A1 Client Consultation Report
		AC2.2	Analyse the impact exercise on joints to ensure effective client intervention	<p>Consideration of the Effects of exercise:</p> <ul style="list-style-type: none"> Effect of muscle contractions and movements (e.g. posture, impact, body weight) active stability of joints: key joints at risk (spine, shoulder joint) Risks: lack of biomechanical efficiency, reduction in transmission of stress, increased risk of injury, increased loading placed on synergists) 	K1.2	<p>TASK A2.1 Client Programme W1-4</p> <p>TASK A2.2 Client Programme W5-8</p> <p>TASK A2.3 Client Programme W9-12</p>

Learning outcomes		Assessment criteria		Delivery content and assessment attainment indicators	PTIS	Assessment
LO3	Understand the classification, structure and function of muscles and the effects of exercise	AC3.1	Consider the classification, structure and function of muscles to ensure effective client intervention	<p>Consideration of the classification and structure:</p> <ul style="list-style-type: none"> • Cardiac, smooth, skeletal • Connective tissue (epimysium, perimysium, endomysium) • Muscle fibres: slow twitch type i (slow oxidative), fast twitch (type 2a: fast oxidative glycolytic and type 2b: fast glycolytic) • muscles and Muscle attachment sites (origins and insertions), to cover: rotator cuff – sits (s: supraspinatus i: infraspinatus t: teres minor s: subscapularis); shoulder girdle - levator scapulae, pectoralis minor, serratus anterior, trapezius, rhomboids major/minor, teres major; spinal extensors - erector spinae, iliocostalis, longissimus, spinalis, multifidus, quadratus lumborum; hip flexors (iliopsoas) – iliacus, psoas major; adductors – magnus, brevis, longus, pectineus, gracilis, sartorius; abductors - gluteus medius, gluteus minimus, piriformis, tensor fascia latae; abdominals - internal and external obliques, transversus abdominus; intercostals, diaphragm; ‘core’ and pelvic floor muscles; local/deep, global/superficial muscles <p>Consideration of the function:</p> <ul style="list-style-type: none"> • Muscle actions: to cover muscles listed above, • roles of major muscles: prime mover (agonist), antagonist, synergist, fixators, muscle contractions: concentric and eccentric (isotonic), isometric and isokinetic, the principles of muscle contraction (e.g. all or none law, sliding filament theory, stretch reflex and reverse stretch reflex, size principle of motor unit recruitment), biomechanics: 1st, 2nd and 3rd class levers, ‘core’ and pelvic floor, local/deep; global/superficial 	K1.3	TASK A1 Client Consultation Report
		AC3.2	Analyse the impact of exercise on muscles to ensure effective client intervention	<p>Consideration of the effects of exercise:</p> <ul style="list-style-type: none"> • Short and long-term effects, delayed onset of muscles soreness (DOMS), muscle fatigue • Response to overuse, underuse, misuse (shortening/weakening, altered roles/synergists becoming prime movers etc) 	K1.3	<p>TASK A2.1 Client Programme W1-4</p> <p>TASK A2.2 Client Programme W5-8</p> <p>TASK A2.3 Client Programme W9-12</p>

Learning outcomes		Assessment criteria		Delivery content and assessment attainment indicators	PTIS	Assessment
LO4	Understand the classification, structure and function of biological systems and the effects of exercise	AC4.1	Consider the classification, structure and function of biological systems to ensure effective client intervention	<p>Consideration of the classification and structure:</p> <ul style="list-style-type: none"> • Muscular and skeletal, • Cardiovascular: heart e.g. atria and ventricles, arteries, arterioles, veins, venules and capillaries • Respiratory: lungs, pharynx, larynx, trachea, bronchi, bronchioles, alveoli • Nervous: central nervous system and peripheral nervous system, neurons, motor units, proprioceptors (muscle spindles and golgi tendon organs) • Endocrine: hormones and glands <p>Consideration of function:</p> <ul style="list-style-type: none"> • Cardiovascular: cardiac cycle, stroke volume, cardiac output, blood pressure (systolic and diastolic) • Respiratory: mechanism of breathing, gaseous exchange • Nervous: sensory input, interpretation, motor output • Endocrine: secretion of hormones 	K1.4	TASK A1 Client Consultation Report
		AC4.2	Analyse the impact of exercise on biological systems to ensure effective client intervention	<p>Consideration of the effects of exercise:</p> <ul style="list-style-type: none"> • Cardiorespiratory: short and long-term effects on blood pressure, aerobic respiration, venous return, the implications of blood pooling • Nervous: motor unit recruitment, inter and intramuscular coordination, neuromuscular coordination • Endocrine: hormonal responses • Signs and symptoms of overtraining 	K1.4	<p>TASK A2.1 Client Programme W1-4</p> <p>TASK A2.2 Client Programme W5-8</p> <p>TASK A2.3 Client Programme W9-12</p>

Learning outcomes		Assessment criteria		Delivery content and assessment attainment indicators	PTIS	Assessment
LO5	Understand the classification, structure and function of energy systems and the effects of exercise	AC5.1	Consider the classification, structure and function of energy systems to ensure effective client intervention	<p>Consideration of the classification and structure:</p> <ul style="list-style-type: none"> Aerobic Anaerobic (lactate and creatine phosphate) <p>Consideration of the function:</p> <ul style="list-style-type: none"> How the energy systems function independently How the energy systems interact with one another 	K1.5	TASK A1 Client Consultation Report
		AC5.2	Consider the impact of exercise on energy systems to ensure effective client intervention	<p>Consideration of the effects of exercise:</p> <ul style="list-style-type: none"> ATP re-synthesis aerobic and anaerobic threshold effects of different training methods/systems 	K1.5	TASK A2.1 Client Programme W1-4 TASK A2.2 Client Programme W5-8 TASK A2.3 Client Programme W9-12
LO6	Understand applied biomechanics and kinesiology	AC6.1	Consider the classification of anatomical planes of movement and terms of location to ensure effective client intervention	<p>Consideration of the classification of anatomical planes of movement: frontal (coronal), sagittal and transverse</p> <p>Consideration of the classification of anatomical terms of location: superior and inferior, anterior and posterior, medial and lateral, proximal and distal, superficial and deep</p>	K1.6 K1.7	TASK A1 Client Consultation Report
		AC6.2	Consider the impact of exercise variables on biomechanics and kinesiology to ensure effective client intervention	<p>Consideration of the effect of exercise variables on biomechanics and kinesiology:</p> <ul style="list-style-type: none"> levers, gravity/centre of gravity momentum, force, planes of motion, length-tension relationships open and closed chain kinetic movements with examples of each and a consideration of their advantages and disadvantages 	K1.8	TASK A2.1 Client Programme W1-4 TASK A2.2 Client Programme W5-8 TASK A2.3 Client Programme W9-12
LO7	Understand posture and the effects of exercise	AC7.1	Consider the effects of exercise on posture to ensure effective client intervention	<p>Consideration of the effects of exercise on posture: core stabilisation exercises, impact on posture, potential for injury/aggravation of problems</p> <p>Consideration of the abnormal degrees of curvature of the spine and their implications [Medical conditions associated with dysfunctional stabilisation, such as common spinal disorders]</p>	K1.9	TASK A2.1 Client Programme W1-4 TASK A2.2 Client Programme W5-8 TASK A2.3 Client Programme W9-12

Unit 6						
Unit title:		Driving behaviour change through exercise technique intervention and impact analysis			Unit Level	3
Unit aim:		The aim of this unit is to develop the learner's ability to empower engagement and behaviour change through effective exercise technique and impact analysis. It is recommended that to fulfil their role effectively the personal trainer engages with the Archon Combine fitness testing parameters to promote valid results and evidence behaviour change.				
Learning outcomes		Assessment criteria		Delivery content and assessment attainment indicators	PTIS	Assessment
LO1	Understand a range of fitness training techniques	AC1.1	Justify selected cardiovascular exercises to ensure effective client intervention	Consideration of cardiovascular exercises (steady state, interval, fartlek)	K5.1	TASK A2.1 Client Programme W1-4
		AC1.2	Justify selected resistance exercise to ensure effective client intervention	Consideration of resistance exercises (range of training systems, exercise equipment, fixed and free weights)	K5.1	TASK A2.1 Client Programme W1-4
LO2	Understand how to observe and monitor clients during sessions to maintain safety and effectiveness of exercise	AC2.1	Consider correction of poor or incorrect exercise technique to ensure effective client intervention	Consideration of observation: Inadequate positioning Consideration of discussion: Impact on body	K5.2	TASK A3 Client Impact Report
		AC2.2	Consider regression, progression and apply corrective strategies and adaptation as required to ensure effective client intervention	Consideration of signs and symptoms that indicate an unplanned change in intensity (e.g. excessive/insufficient effort) Consideration of modification and adaptation exercises (offer alternatives that regress or progress an exercise)	K5.2	TASK A3 Client Impact Report

Unit 7					
Unit title:		Deployment of a Personal Trainer			Unit Level 3
Unit aim:		The aim of this unit is to evidence the learner's ability to fulfil the role of a Personal Trainer in the personal training environment. It is recommended that to fulfil their role effectively the personal trainer engages with the Archon Combine fitness testing and review software to promote valid results and evidence behaviour change.			
Learning outcomes		Assessment criteria		PTIS	Assessment
LO1	Be able to ensure responsibility and professional duty of care to clients	AC1.1	Demonstrate client safety and wellbeing at all times	S8.1	TASK C Synoptic Skills Report
		AC1.2	Demonstrate compliance with relevant legal responsibilities	S8.1	TASK C Synoptic Skills Report
		AC1.3	Demonstrate ethical practice and professional conduct	S8.1	TASK C Synoptic Skills Report
		AC1.4	Demonstrate ability to educate client about own role, responsibilities and limitations in providing assistance	S8.2	TASK C Synoptic Skills Report
LO2	Be able to interact and communicate in a professional manner	AC2.1	Demonstrate ability to use effective communication to introduce oneself, build rapport and create a positive customer experience	S9.1	TASK C Synoptic Skills Report
		AC2.2	Demonstrate ability to use effective communication to suit the client needs (e.g. their stage of change)	S9.1	TASK C Synoptic Skills Report
LO3	Be able to incorporate technology to ensure effective practice	AC3.1	Be able to incorporate technology within practice to ensure effective client intervention	S7.1	TASK C Synoptic Skills Report

Learning outcomes		Assessment criteria		PTIS	Assessment
LO4	Be able to conduct effective client consultation and assessment	AC4.1	Demonstrate collection of information required to design, tailor and coach an effective exercise programme	S4.1	TASK C Synoptic Skills Report
		AC4.2	Demonstrate collection of informed consent	S4.1	TASK C Synoptic Skills Report
		AC4.3	Demonstrate pre-exercise assessment screening to assess if client onward referral is advised and where necessary refer the client to a more appropriate professional	S4.1	TASK C Synoptic Skills Report
		AC4.4	Demonstrate collection of information from other relevant professionals concerning the client where indicated	S4.1	TASK C Synoptic Skills Report
		AC4.5	Demonstrate education of client on purpose and value of pre-exercise assessments	S4.2	TASK C Synoptic Skills Report
		AC4.6	Demonstrate selection of assessments appropriate to the individual client	S4.2	TASK C Synoptic Skills Report
		AC4.7	Demonstrate selection of assessments appropriate to the assessment conditions, equipment and time available	S4.2	TASK C Synoptic Skills Report
		AC4.8	Demonstrate delivery of advice to client of correct procedures, protocols and risks prior to commencing any physical assessment	S4.2	TASK C Synoptic Skills Report
		AC4.9	Demonstrate supervision of client physical assessment in a safe and effective manner	S4.2	TASK C Synoptic Skills Report
		AC4.10	Demonstrate conduct basic postural analysis on client	S4.2	TASK C Synoptic Skills Report
		AC4.11	Demonstrate accurate interpretation of results and recorded data using accepted criteria	S4.2	TASK C Synoptic Skills Report
		AC4.12	Demonstrate effective communication to client on outcomes of analysis and discuss and agree actions and goals	S4.2	TASK C Synoptic Skills Report
		AC4.13	Demonstrate development of a summary profile of client to assist in the design of a safe and effective programme tailored to their specific needs	S4.2	TASK C Synoptic Skills Report
		AC4.14	Demonstrate regular assessments and re-assessments to monitor client progress and achievement of goals	S4.2	TASK C Synoptic Skills Report

Learning outcomes		Assessment criteria		PTIS	Assessment
LO5	Be able to plan an effective programme and associated sessions	AC5.1	Demonstrate planning of timings and sequences for the session	S4.3	TASK C Synoptic Skills Report
		AC5.2	Demonstrate ability to incorporate teaching strategies to enhance client performance	S4.3	TASK C Synoptic Skills Report
		AC5.3	Demonstrate determination and variation of modality and intensity of exercise	S4.3	TASK C Synoptic Skills Report
		AC5.4	Demonstrate effective allocation of equipment and resources required	S4.3	TASK C Synoptic Skills Report
		AC5.5	Demonstrate ability to link sessions to client goals	S4.3	TASK C Synoptic Skills Report
		AC5.6	Demonstrate effective incorporation of warm-up and cool down activities appropriate to the session and individual	S4.3	TASK C Synoptic Skills Report
		AC5.7	Demonstrate planning of sessions in different environments [gym, studio, sports hall, outdoors, client's home or other confined space	S4.3	TASK C Synoptic Skills Report
		AC5.8	Demonstrate planning of sessions for both individuals and small groups	S4.3	TASK C Synoptic Skills Report

Learning outcomes		Assessment criteria		PTIS	Assessment
LO6	Be able to deliver an effective lifestyle intervention	AC6.1	Demonstrate ability to clarify own role, the client's role, responsibilities and those of any other professionals involved in supporting lifestyle	S2.2	TASK C Synoptic Skills Report
		AC6.2	Demonstrate application of strategies to identify client's readiness to change their behaviour considering their 'stage of change'.	S2.1	TASK C Synoptic Skills Report
		AC6.3	Demonstrate ability to use evidence-based strategies and techniques to create a positive, motivating and empowering environment that supports clients to participate in exercise	S2.2	TASK C Synoptic Skills Report
		AC6.4	Demonstrate ability to apply relevant motivational strategies to encourage long term adherence to exercise and other positive lifestyle practices	S2.2	TASK C Synoptic Skills Report
		AC6.5	Demonstrate ability to recognise personal barriers to exercise and use strategies to overcome them	S2.2	TASK C Synoptic Skills Report
		AC6.6	Demonstrate ability to set SMART goals linked to client's individual needs, wants and motivators	S2.3	TASK C Synoptic Skills Report
		AC6.7	Demonstrate ability to monitor targets, review and evaluate progress; adapting accordingly	S2.3	TASK C Synoptic Skills Report
		AC6.8	Demonstrate ability to apply strategies to maintain contact and motivate clients between sessions	S2.4	TASK C Synoptic Skills Report
LO7	Be able to deliver an effective health and wellbeing intervention	AC7.1	Demonstrate ability to use recognised pre-exercise health screening and risk stratification methods to assess client's readiness to exercise and potential need to signpost or refer to other specialist exercise professionals and/or medical professionals	S3.1	TASK C Synoptic Skills Report
		AC7.2	Demonstrate ability to offer advice and guidance within scope of practice to promote positive healthy lifestyle choices	S3.2	TASK C Synoptic Skills Report

Learning outcomes		Assessment criteria		PTIS	Assessment
LO8	Be able to deliver an effective nutrition intervention	AC8.1	Demonstrate effective use of nutritional assessment tools to identify client's dietary habits.	S6.1	TASK C Synoptic Skills Report
		AC8.2	Demonstrate ability to analyse client's dietary habits and identify areas for improvement within scope of practice	S6.1	TASK C Synoptic Skills Report
		AC8.3	Demonstrate application of appropriate strategies to educate and encourage clients about healthy eating within scope of practice and current government guidelines	S6.2	TASK C Synoptic Skills Report
		AC8.4	Demonstrate ability to distinguish between credible and non-credible sources of nutritional information and guidance	S6.3	TASK C Synoptic Skills Report
		AC8.5	Demonstrate ability to provide clients with appropriate information and signposting according to their individual health and nutrition needs	S6.3	TASK C Synoptic Skills Report
LO9	Be able to deliver an effective physical intervention	AC9.1	Demonstrate ability to apply exercise science to programme design and delivery through consideration musculoskeletal system systems	S4.5	TASK C Synoptic Skills Report
		AC9.2	Demonstrate ability to apply exercise science to programme design and delivery through consideration of biomechanical systems	S4.5	TASK C Synoptic Skills Report
		AC9.3	Demonstrate ability to apply exercise science to programme design and delivery through consideration of physiological concepts	S4.5	TASK C Synoptic Skills Report
		AC9.4	Demonstrate ability to apply exercise science to programme design through consideration of cardio-respiratory and energy systems	S4.5	TASK C Synoptic Skills Report
		AC9.5	Demonstrate ability to apply appropriate methods and techniques to facilitate clients' desired physiological goals	S1.1	TASK C Synoptic Skills Report

Learning outcomes		Assessment criteria		PTIS	Assessment
LO10	Be able to instruct effective exercise technique	AC10.1	Demonstrate ability to explain and demonstrate exercise technique that are technically correct, safe and appropriate to the individual client	S5.2	TASK C Synoptic Skills Report
		AC10.2	Demonstrate effective instruction of resistance exercise technique	S5.1	TASK C Synoptic Skills Report
		AC10.3	Demonstrate effective instruction of functional exercise technique	S5.1	TASK C Synoptic Skills Report
		AC10.4	Demonstrate effective instruction of flexibility exercise technique	S5.1	TASK C Synoptic Skills Report
LO11	Be able to observe and monitor clients during the session to ensure safety and effectiveness	AC11.1	Demonstrate ability to correct exercise technique to ensure safe and effective alignment, execution and use of equipment	S5.2	TASK C Synoptic Skills Report
		AC11.2	Demonstrate ability to provide client specific instructing points, feedback, encouragement and reinforcement	S5.2	TASK C Synoptic Skills Report
		AC11.3	Demonstrate ability to offer alternatives that meet a client's individual needs and circumstances	S5.2	TASK C Synoptic Skills Report
		AC11.4	Demonstrate ability to modify and adapt exercises, sessions and programmes for a range of individual needs	S5.2	TASK C Synoptic Skills Report
LO12	Be able to review sessions and programme to ensure effective client intervention	AC12.1	Demonstrate evaluation of sessions against session aims, SMART goals, activities, participant performance, own performance (preparation, delivery) and health and safety.	S4.4	TASK C Synoptic Skills Report
		AC12.2	Demonstrate review of client goals based on outcomes and revise programme accordingly	S4.4	TASK C Synoptic Skills Report
		AC12.3	Demonstrate amends and improvements to future session plans and own performance based on evaluation and feedback from the client	S4.4	TASK C Synoptic Skills Report
		AC12.4	Demonstrate ability to feedback to client based on review	S4.4	TASK C Synoptic Skills Report

Unit 8						
Unit title:		Deployment of a personal training enterprise			Unit Level	3
Unit aim:		The aim of this unit is to develop the learner's awareness of business, finance, sales, marketing and information technology in the context of a personal training enterprise.				
Learning outcomes		Assessment criteria		Delivery content and assessment attainment indicators	PTIS	Assessment
LO1	Understand business acumen required to successfully deploy a personal training enterprise	AC1.1	Develop a personal training business plan	Consideration of individual and organisational goals, targets and KPIs Consideration of client-facing services, sales and how to grow a client base Consideration of activities to support business objectives and growth	K10.2	TASK D PT Enterprise Report
		AC1.2	Develop an effective marketing plan	Consideration of marketing strategies and techniques Consideration of brand awareness and self- promotion) Consideration of market research and planning (SWOT/PEST analysis) Consideration of traditional and modern marketing platforms and Social media	K10.1	TASK D PT Enterprise Report
		AC1.3	Create a financial management plan	Consideration of budgeting: forecasting, sales and targets, profit and loss (gross profit, net gain) and balance sheets, tax and insurance (legislation), financial reporting, self-employed and employed UK requirements)	K10.3	TASK D PT Enterprise Report
LO2	Understand how to influence through effective use of information technology	AC2.1	Evaluate the impact of ethical and legislative practice on the use of information technology	Consideration of current legislation and ethical practice that affects the use of technology [GDPR, intellectual property (IP), patents and copyright]	K7.3	TASK D PT Enterprise Report
		AC2.2	Evaluate the impact of IT and data on business operations	Consideration of IT systems capabilities: finance and accounting, marketing and sales, records and data management Consideration of data monitoring and interpretation using a range of systems (e.g. CRM, social media).	K7.1 K7.2	TASK D PT Enterprise Report
		AC2.3	Evaluate the impact of technological advancements on customer experience to increase physical activity levels, motivation and focus	Consideration of use of technological advancements to support the customer experience and increase physical activity levels, motivation and focus (wearable technology, pedometers, mobile phone applications, gamification) Consideration of Archon Combine as the most relevant fitness testing software	K7.2	TASK D PT Enterprise Report

Appendix 01: 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	Details
Version 01	18.03.2019	Publication 01