

Qualification Specification

Focus Awards Level 3 Certificate in
Personal Training (RQF)

601/4709/x



Silicon House, Farfield Park, Manvers, Rotherham S63 5DB

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Focus Awards Level 3 Certificate in Personal Training (RQF)

Qualification Details

QAN: 601/4709/x

GLH: 245

TQT: 360

Credit: 36

Qualification Aim

The Focus Awards Level 3 Certificate in Personal Training (RQF) aims to provide the learner with the skills, knowledge and competence required for an individual to work unsupervised as a personal trainer. This includes being able to offer one-to-one training, baseline assessment, nutritional advice and progressive programming which is specific to the individual needs of a client. This qualification is recognised as an approved qualification for entry on to the Register of Exercise Professionals (REPs) at Level 3.

Qualification Objective

- To provide learners with the knowledge of anatomy and physiology, functional kinesiology and concepts and components of fitness
- To provide learners with the knowledge and skills to successfully gather and analyse client information using the most accepted techniques
- To provide learners with the knowledge and skills to assess a client's current health and fitness status
- To provide learners with the knowledge and skills to be able to plan and conduct a physical activity session, within a variety of environments using multiple resources
- To provide learners with the knowledge and skills to perform a client consultation using the most accepted methods and providing strategies for successful behaviour change
- To provide learners with the knowledge and skills to be able to communicate effectively to build successful relationships with their clients and other health care professionals
- To provide learners with the knowledge and skills to be able to manage, evaluate and improve own performance
- To provide learners with the knowledge to be able to offer nutritional advice for physical activity based on clients' needs

Qualification Structure/Rules of Combination

Learners must achieve **all seven of the following mandatory units** to achieve a total credit of **36**.

Unit Title	Unit Ref	Level	GLH	Credit
Unit 1 - Anatomy and physiology for exercise and health	A/600/9051	3	43	6
Unit 2 - Applying the principles of nutrition to a physical activity	L/600/9054	3	40	6
Unit 3 - Programming Personal Training with Clients	F/600/9052	3	47	7
Unit 4 - Delivering Personal Training sessions	J/600/9053	3	58	9
Principles of exercise, fitness and health	A/600/9017	2	28	4
Know how to support clients who take part in exercise and physical activity	M/600/9015	2	13	2
Health, safety and welfare in a fitness environment	T/600/9016	2	16	2

Learner Entry Requirements

- Prior to enrolling on the Level 3 Certificate in Personal Training, learners must have the necessary underpinning knowledge at level 2. Therefore, learners must have already achieved a Level 2 Certificate in Fitness Instructing in Gym, or equivalent.
- The course requires physical exertion and individual participation is essential, therefore a degree of physical fitness is necessary.

- There is an element of communication (discussing, presenting, reading and writing) and application of number involved, and learners should have basic skills in communication and application of number at levels 3 and 2 respectively

Age Ranges

Entry is at the discretion of the centre; however learners should be 16 and over to undertake the qualification.

Geographical Coverage

This qualification has been accredited for use in England, Wales and Northern Ireland.

Reasonable Adjustments and Special Considerations

Please refer to the Focus Awards 'Reasonable Adjustments and Special Considerations Policy.

Assessment Methods

The Focus Awards Level 3 Certificate in Personal Training is internally assessed. Each learner is required to create a portfolio of evidence which demonstrates achievement of all the learning outcomes and assessment criteria associated with each unit.

The main pieces of evidence for the portfolio could include;

- Assessor observation – completed observational checklists on related action plans
- Witness Testimony
- Learner product
- Worksheets
- Assignments/projects/reports
- Record of oral and written questioning
- Learner and peer reports
- Recognition of prior learning (RPL)

Evidence may be drawn from actual or simulated situations where appropriate.

Progression Routes

Learners wishing to progress from this qualification can undertake the following qualifications:

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- Level 3 Certificate in Fitness Management
- Any other Level 3 qualification in the Health and Fitness Industry
- Level 3 NVQ in Instructing Physical Exercise and Nutrition
- Level 4 Higher Professional Diploma in Sport and Recreation Management
- Level 4 HNC Diploma in Sport (RQF)
- Level 4 Certificate In Exercise And Nutritional Interventions For Obesity And Diabetes
- Level 4 Certificate In Exercise For The Management Of Low Back Pain
- Level 5 HND Diploma in Sport and Exercise Sciences (RQF)

Useful websites and supporting materials

- www.focusawards.org.uk/supportingmaterials
- www.skillsactive.org.uk
- www.exerciseregister.org

Links to national occupational standards

There are direct links to the NOS in Instructing Exercise and Fitness:

C22 Promote health, safety and welfare in active leisure and recreation

C317 Motivate clients to maintain long term adherence to exercise and physical activity

A335 Reflect on and develop own practice in providing exercise and physical activity

D459 Evaluate exercise and physical activity programmes

D460 Design, manage and adapt a personal training programme with clients

D461 Deliver exercise and physical activity as part of a personal training programme

D462 Apply the principles of nutrition to support client goals as part of an exercise and physical activity programme

Appendix A: UNITS

This qualification comprises of 7 mandatory units.

The following 3 units have already been achieved at Level 2*:

- Principles of exercise, fitness and health
- Know how to support clients who take part in exercise and physical activity
- Health, safety and welfare in a fitness environment

The following 4 units need to be achieved:

- Unit 1 - Anatomy and physiology for health and exercise
- Unit 2 - Applying the principles of nutrition to a physical activity programme
- Unit 3 - Programming personal training with clients
- Unit 4 - Delivering personal training sessions

Successful achievement of all seven units must be achieved for the full qualification.

*REPs and SkillsActive have confirmed that all existing Level 2 Instructors do NOT have to complete the first three units bulleted above.

REPs will offer optional on-line CPD on its website to bridge the knowledge gap between old and new qualifications.

Unit Title:	Anatomy and physiology for exercise and health		
Unit No:	A/600/9051		
Level:	3		
GLH:	43		
Credit:	6		
Unit details:			
The aim of this unit is to develop learner knowledge and understanding of anatomy and physiology of the human body and how this relates to exercise and health, including postural and core stability.			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand the heart and circulatory system and its relation to exercise and health	1.1	Explain the function of the heart valves
		1.2	Describe coronary circulation
		1.3	Explain the effect of disease processes on the structure and function of blood vessels
		1.4	Explain the short and long term effects of exercise on blood pressure, including the valsalva effect
		1.5	Explain the cardiovascular benefits and risks of endurance/aerobic training
		1.6	Define blood pressure classifications and associated health risks
2	Understand the musculoskeletal system and its relation to exercise	2.1	Explain the cellular structure of muscle fibres
		2.2	Describe the sliding filament theory
		2.3	Explain the effects of different types of exercises on muscle fibre type
		2.4	Identify and locate the muscle attachment sites for the major muscles of the body
		2.5	Name, locate and explain the function of skeletal muscle involved in physical activity
		2.6	Identify the anatomical axis and planes with regard to joint actions and different exercises
		2.7	Explain the joint actions brought about by specific muscle group contractions
		2.8	Describe joints/joint structure with regard to range of motion/movement and injury risk

		2.9	Describe joint movement potential and joint actions
		2.10	Describe the structure of the pelvic girdle and associated muscles and ligaments
3	Understand postural and core stability	3.1	Describe the structure and function of the stabilising ligaments and muscles of the spine
		3.2	Describe local muscle changes that can take place due to insufficient stabilisation
		3.3	Explain the potential effects of abdominal adiposity and poor posture on movement efficiency
		3.4	Explain the potential problems that can occur as a result of postural deviations
		3.5	Explain the impact of core stabilisation exercise and the potential for injury/aggravation of problems
		3.6	Explain the benefits, risks and applications of the following types of stretching: <ul style="list-style-type: none"> • static (passive and active) • dynamic • proprioceptive Neuromuscular Facilitation
4	Understand the nervous system and its relation to exercise	4.1	Describe the specific roles of: <ul style="list-style-type: none"> • the central nervous system (CNS) • the Peripheral Nervous System (PNS) including somatic and autonomic systems
		4.2	Describe nervous control and transmission of a nervous impulse
		4.3	Describe the structure and function of a neuron
		4.4	Explain the role of a motor unit
		4.5	Explain the process of motor unit recruitment and the significance of a motor unit's size and number of muscle fibres
		4.6	Explain the function of muscle proprioceptors and the stretch reflex

		4.7	Explain reciprocal inhibition and its relevance to exercise
		4.8	Explain the neuromuscular adaptations associated with exercise/training
		4.9	Explain the benefits of improved neuromuscular coordination/efficiency to exercise performance
5	Understand the endocrine system and its relation to exercise and health	5.1	Describe the functions of the endocrine system
		5.2	Identify the major glands in the endocrine system
		5.3	Explain the function of hormones including: <ul style="list-style-type: none"> • growth hormone • thyroid hormones • corticosteroids • catecholamines • insulin • glucagon
6	Understand energy systems and their relation to exercise	6.1	Identify the contribution of energy according to: <ul style="list-style-type: none"> • duration of exercise/activity being performed • type of exercise/activity being performed • intensity of exercise/activity being performed
		6.2	Identify the by-products of the three energy systems and their significance in muscle fatigue
		6.3	Describe the effect of endurance training/advanced training methods on the use of fuel for exercise

Unit Title:	Applying the principles of nutrition to a physical activity programme		
Unit No:	L/600/9054		
Level:	3		
GLH:	40		
Credit:	6		
Unit details:			
The aim of this unit is to develop understanding of nutrition in relation to physical activity programmes and of the strong links to diet and physical activity.			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	1. Understand the principles of nutrition	1.1	Describe the structure and function of the digestive system
		1.2	Explain the meaning of key nutritional terms including: <ul style="list-style-type: none"> • diet • healthy eating • nutrition • balanced diet
		1.3	Describe the function and metabolism of: <ul style="list-style-type: none"> • macro nutrients • micro nutrients
		1.4	Explain the main food groups and the nutrients they contribute to the diet
		1.5	Identify the calorific value of nutrients
		1.6	Explain the common terminology used in nutrition including: <ul style="list-style-type: none"> • UK dietary reference values (DRV) • recommended daily allowance (RDA) • recommended daily intake (RDI) • glycemic Index
		1.7	Interpret food labelling information
		1.8	Explain the significance of healthy food preparation
		1.9	Explain the relationship between nutrition, physical activity, body composition and health including: <ul style="list-style-type: none"> • links to disease / disease risk factors • cholesterol • types of fat in the diet

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

			physical activities
		4.6	Evaluate the nutritional requirements and hydration needs of clients engaged in physical activity
5	Understand how to collect information relating to nutrition	5.1	Explain why it is important to obtain clients' informed consent before collecting nutritional information
		5.2	Describe the information that needs to be collected to offer nutritional advice to clients
		5.3	Explain the legal and ethical implications of collecting nutritional information
		5.4	Describe different formats for recording nutritional information
		5.5	Explain why confidentiality is important when collecting nutritional information
		5.6	Describe issues that may be sensitive when collecting nutritional information
		5.7	Explain different methods that can be used to measure body composition and health risk in relation to weight
6	Understand how to use nutritional information	6.1	Describe basic dietary assessment methods
		6.2	Explain how to analyse and interpret collected information so that clients' needs and nutritional goals can be identified with reference to the National food model/guide recommendations
		6.3	Describe how to interpret information gained from methods used to assess body composition and health risk in relation to weight
		6.4	Explain how to sensitively divulge collected information and 'results' to clients
		6.5	Explain how to recognise the signs and symptoms of disordered eating and healthy eating patterns
		6.6	Describe the key features of the industry guidance note on 'Managing users with suspected eating disorders'
		6.7	Explain the circumstances in which a client should be recommended to visit their GP about the possibility of referral to a Registered Dietician
7	Understand the principles of nutritional	7.1	Explain how to apply the principles of goal setting when offering nutritional advice

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

Unit Title:	Programming personal training with clients		
Unit No:	F/600/9052		
Level:	3		
GLH:	47		
Credit:	7		
Unit details:			
The aim of this unit is to develop the knowledge and understanding a personal trainer needs to design, manage, and adapt a personal training programme with apparently healthy adults of all ages.			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand how to prepare personal training programmes	1.1	Describe the range of resources required to deliver a personal training programme, including: <ul style="list-style-type: none"> • environment for the session • portable equipment • fixed equipment
		1.2	Explain how to work in environments that are not specifically designed for exercise/physical activity
2	Understand the importance of long term behaviour change for personal training	2.1	Explain why it is important for clients to understand the advantages of personal training
		2.2	Explain why it is important for a personal trainer to work together with clients to agree goals, objectives, programmes and adaptations
		2.3	Explain the importance of long-term behaviour change in developing client fitness
		2.4	Explain how to ensure clients commit themselves to long-term change
3	Understand the principles of collecting information to plan a personal training programme	3.1	Explain the principles of informed consent
		3.2	Explain why informed consent should be obtained before collecting information for a personal training programme
		3.3	Summarise the client information that should be collected when designing a personal training programme to include: <ul style="list-style-type: none"> • personal goals • lifestyle • medical history • physical activity history

			<ul style="list-style-type: none"> • physical activity likes and dislikes • motivation and barriers to participation • current fitness level • stage of readiness • posture and alignment • functional ability
		3.4	Explain how to select the most appropriate methods of collecting client information according to client need
		3.5	Explain the legal and ethical implications of collecting client information, including confidentiality
4	Understand how to screen clients prior to a personal training programme	4.1	Explain how to interpret information collected from the client in order to identify client needs and goals
		4.2	Explain how to analyse client responses to the Physical Activity Readiness Questionnaire (PAR-Q)
		4.3	Describe the types of medical conditions that will prevent personal trainers from working with a client unless they have specialist training and qualifications
		4.4	Explain how and when personal trainers should refer clients to another professional
5	Understand how to identify personal training goals with clients	5.1	Explain how to identify clients' short, medium and long term goals to include: <ul style="list-style-type: none"> • general health and fitness • physiological • psychological • lifestyle • social • functional ability
		5.2	Identify when personal trainers should involve others, apart from their clients, in goal setting
		5.3	Explain how to use specific, measurable, achievable, realistic and time bound (SMART) objectives in a personal training programme
6	Understand how to plan a personal training	6.1	Identify credible sources of guidelines on programme design and safe exercise

	programme with clients	6.2	Summarise the key principles of designing programmes to achieve short, medium and long term goals, including the order and structure of sessions
		6.3	Describe a range of safe and effective exercises/physical activities to develop: <ul style="list-style-type: none"> • cardiovascular fitness • muscular fitness • flexibility • motor skills • core stability
		6.4	Explain how to include physical activities as part of the client's lifestyle to complement exercise sessions
		6.5	Explain how to design programmes that can be run in environments not designed specifically for exercise
		6.6	Identify when it might be appropriate to share the programme with other professionals
7	Understand how to adapt a personal training programme with clients	7.1	Explain how the principles of training can be used to adapt the programme where: <ul style="list-style-type: none"> • goals are not being achieved • new goals have been identified
		7.2	Describe the different training systems and their use in providing variety and in ensuring programmes remain effective
		7.3	Explain why it is important to keep accurate records of changes and the reasons for change
8	Be able to collect information about clients	8.1	Establish a rapport with the client
		8.2	Explain own role and responsibilities to clients
		8.3	Collect the information needed to plan a programme using appropriate methods, to include physical/fitness assessments
		8.4	Show sensitivity and empathy to clients and the information they provide
		8.5	Record the information using appropriate formats in a way that will aid analysis
		8.6	Treat confidential information correctly
9	Be able to agree goals with	9.1	Work with clients to agree short, medium

	clients		and long-term goals appropriate to their needs
		9.2	Ensure the goals are: <ul style="list-style-type: none"> • specific, measurable, achievable, realistic and time bound • consistent with industry good practice
		9.3	Agree with clients their needs and readiness to participate
10	Be able to plan a personal training programme with clients	10.1	Plan specific outcome measures, stages of achievement and exercises/physical activities that are: <ul style="list-style-type: none"> • appropriate to clients' goals and level of fitness • consistent with accepted good practice
		10.2	Ensure the components of fitness are built into the programme
		10.3	Apply the principles of training to help clients to achieve short, medium and long term goals
		10.4	Agree the demands of the programme with clients
		10.5	Agree a timetable of sessions with clients
		10.6	Agree appropriate evaluation methods and review dates
		10.7	Identify the resources needed for the programme, including the use of environments not designed for exercise
		10.8	Record plans in a format that will help clients and others involved to implement the programme
		10.9	Agree how to maintain contact with the client between sessions
11	Be able to manage a personal training programme	11.1	Monitor effective integration of all programme exercises/physical activities and sessions
		11.2	Provide alternatives to the programmed exercises/physical activities if clients cannot take part as planned
		11.3	Monitor clients' progress using appropriate methods
12	Be able to review progress	12.1	Explain the purpose of review to clients

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

Unit Title:	Delivering personal training sessions		
Unit No:	J/600/9053		
Level:	3		
GLH:	58		
Credit:	9		
Unit details:			
The aim of this unit is to develop the knowledge and understanding a personal trainer needs to deliver exercise and physical activity as part of a programme for apparently healthy adults of all ages.			
Learning Outcome The learner will:		Assessment Criterion The learner can:	
1	Understand how to instruct exercise during personal training sessions	1.1	Explain the importance of non-verbal communication when instructing clients
		1.2	Describe how to adapt communication to meet clients' needs
		1.3	Evaluate different methods of maintaining clients' motivation, especially when clients are finding exercises difficult
		1.4	Explain the importance of correcting client technique
2	Understand how to adapt exercise to meet client needs during personal training sessions	2.1	Explain why it is important to monitor individual progress especially if more than one client is involved in the session
		2.2	Describe different methods of monitoring clients' progress during exercise
		2.3	Explain when it may be necessary to adapt planned exercises to meet clients' needs
		2.4	Explain how to adapt exercise/exercise positions as appropriate to individual clients and conditions
		2.5	Explain how to modify the intensity of exercise according to the needs and response of the client
3	Understand how to review personal training sessions with clients	3.1	Explain why personal trainers should give clients feedback on their performance during a session
		3.2	Explain why clients should be given the opportunity to ask questions, provide feedback and discuss their performance
		3.3	Explain how to give clients feedback on

			their performance in a way that is accurate but maintains client motivation and commitment
		3.4	Explain why clients need to see their progress against objectives in terms of their overall goals and programme
		3.5	Explain why clients need information about future exercise and physical activity, both supervised and unsupervised
4	Be able to plan and prepare personal training sessions	4.1	Plan a range of exercises/physical activities to help clients achieve their objectives and goals, covering: <ul style="list-style-type: none"> • cardiovascular fitness • muscular fitness • flexibility • motor skills • core stability
		4.2	Identify, obtain and prepare the resources needed for planned exercises/physical activities, improvising safely where necessary
5	Be able to prepare clients for personal training sessions	5.1	Help clients feel at ease in the exercise environment
		5.2	Explain the planned objectives and exercises/physical activities to clients
		5.3	Explain to clients how objectives and exercises/physical activities support their goals
		5.4	Explain the physical and technical demands of the planned exercises/physical activities to clients
		5.5	Explain to clients how planned exercise/physical activity can be progressed or regressed to meet their goals
		5.6	Assess clients' state of readiness and motivation to take part in the planned exercises/physical activities
		5.7	Negotiate and agree with clients any changes to the planned exercises/physical activities that: <ul style="list-style-type: none"> • meet their goals and preferences

			<ul style="list-style-type: none"> • enable them to maintain progress
		5.8	Record changes to clients plans
6	Be able to instruct and adapt planned exercises	6.1	Use motivational styles that: <ul style="list-style-type: none"> • are appropriate to the clients • are consistent with accepted good practice
		6.2	Explain the purpose and value of a warm-up to clients
		6.3	Provide warm-ups appropriate to the clients, planned exercise and the environment
		6.4	Make best use of the environment in which clients are exercising
		6.5	Provide instructions, explanations and demonstrations that are technically correct, safe and effective
		6.6	Adapt verbal and non-verbal communication methods to make sure clients understand what is required
		6.7	Ensure clients can carry out the exercises safely on their own
		6.8	Analyse clients' performance, providing positive reinforcement throughout
		6.9	Correct techniques at appropriate points
		6.10	Progress or regress exercises according to clients' performance
7	Be able to bring exercise sessions to an end	7.1	Allow sufficient time for the closing phase of the session
		7.2	Explain the purpose and value of cool-down activities to clients
		7.3	Select cool-down activities according to the type and intensity of physical exercise and client needs and condition
		7.4	Provide clients with feedback and positive reinforcement
		7.5	Explain to clients how their progress links to their goals
		7.6	Leave the environment in a condition suitable for future use
8	Be able to reflect on providing	8.1	Review the outcomes of working with

	personal training sessions		clients including their feedback
		8.2	Identify: <ul style="list-style-type: none"> • how well the sessions met clients' goals • how effective and motivational the relationship with the client was • how well the instructing styles matched the clients' needs
		8.3	Identify how to improve personal practice
		8.4	Explain the value of reflective practice

Appendix B: Assessment Strategy

Unit 1 - Anatomy and physiology for exercise

The aim of this unit is to assess the learner's knowledge and understanding of anatomy and physiology for exercise.

All learning outcomes of this unit must be assessed using methods appropriate to the assessment of knowledge and understanding. There must be valid, authenticate and sufficient evidence for the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criteria.

Evidence for this unit could take the form of:

- Written statements or answers by the learner
- Oral statements or answers by the learner
- Professional discussion between the learner and their assessor
- Assignments
- Projects

Please see Appendix 1 for further guidance on the bones, joints and muscles which must be covered

Guidance for Centres using Focus Awards portfolio

The learners are required to complete the externally set worksheet that will be internally marked. The learners must achieve a correct answer for every question to gain a pass, therefore achieving 100%.

If the learner refers, they can either submit the incorrect answers again in written format or the assessor can conduct a professional discussion. If this does occur, the assessor must correctly complete the evidence record sheets with the assessment criteria that the worksheet has covered and then add the professional discussion as a new piece of evidence which should then cover the remaining assessment criteria to allow them to sign off the unit.

Please note, the size of the box does not reflect the amount of detail required for each answer. Please ensure your learners are aware of this.

Applying the principles of nutrition to a physical activity programme

The aim of this unit is to assess the learner's knowledge, understanding and performance of applying the principles of nutrition to a physical activity programme.

All learning outcomes of this unit must be assessed using methods appropriate to the assessment of knowledge, understanding and performance. There must be valid, authentic and sufficient evidence for the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criteria.

Learning Outcomes 1 - 7 are knowledge based and evidence could take the form of:

- Written statements or answers by the learner
- Oral statements or answers by the learner
- Professional discussion between the learner and their assessor
- Assignments
- Projects

Performance based assessment strategy

- The learner should demonstrate the ability to provide sensitive feedback and any relevant healthy lifestyle advice to clients (within the limits of their knowledge and competence) based on collected information and test results/'norms'.
- Learners must also provide evidence of their ability to apply the principles of nutrition to a physical activity programme by collecting and analysing appropriate information and agreeing nutritional goals with clients that are compatible with the analysis, accepted good practice and national guidelines.
- To cover the above requirements and the assessment criteria listed within Learning Outcomes 8 and 9 the following evidence could be gathered:
 - Client interview
 - Overview of client goals
 - Programme review and modification form

For this unit the learner will need to work with a client for a minimum of 4 weeks. The learner will need to collect personal information from the client and ascertain their nutritional goals. They must carry out appropriate screening and take at least two measurements that are appropriate for their client (e.g. height and weight, BMI, waist circumference or waist to hips ratio, callipers, bio-electrical impedance etc...). The client interview should comprise of questions relating to the client's motivation, barriers, and personal preferences for exercise, lifestyle and their short, medium and long term physical and nutritional goals.

It is possible to combine the evidence collection for this unit within the progressive programme required for the unit Programming personal training with clients.

Guidance for Centres using Focus Awards portfolio

- The learners are required to complete the externally set worksheet that will be internally marked. The learners must achieve a correct answer for every question to gain a pass, therefore achieving 100%.

If the learner refers, they can either submit the incorrect answers again in written format or the assessor can conduct a professional discussion. If this does occur, the assessor must correctly complete the evidence record sheets with the assessment criteria that the worksheet has covered and then add the professional discussion as a new piece of evidence which should then cover the remaining assessment criteria to allow them to sign off the unit.

Please note, the size of the box does not reflect the amount of detail required for each answer. Please ensure your learners are aware of this.

- Guidance on how to cover learning outcomes 8 and 9 can be found in the next Unit – Programming personal training with clients. The performance evidence can be combined with the evidence collection for this unit.

Programming personal training with clients

The aim of this unit is to assess the learner's knowledge, understanding and performance of programming personal training with clients.

All learning outcomes of this unit must be assessed using methods appropriate to the assessment of knowledge, understanding and performance. There must be valid, authentic and sufficient evidence for the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criteria.

Learning Outcomes 1 - 7 are knowledge based and evidence could take the form of:

- Written statements or answers by the learner
- Oral statements or answers by the learner
- Professional discussion between the learner and their assessor
- Assignments
- Projects

Performance based assessment strategy

- There must be evidence that the learner has carried out appropriate screening (e.g. use of the PARQ and informed consent) and taken physical measurements as appropriate for the clients goals/needs, from the following:
 - Blood pressure (manual and digital where available)
 - Anthropometrics (e.g. height and weight, BMI, waist circumference or waist to hips ratio)
 - Body composition (e.g. callipers, bio-electrical impedance etc...)
 - Cardiovascular fitness (using validated/recognised protocols such as Astrand bike test, Rockport walking test etc...)
 - Range of motion (e.g. using validated/recognised protocols such as sit and reach test, visual assessment during stretch positions etc...)
 - Muscular fitness (e.g. using validated/recognised protocols such as abdominal curl/sit-up test, press-up test, 1RM etc...)
- The learner should demonstrate the ability to provide sensitive feedback and any relevant healthy lifestyle advice to clients (within the limits of their knowledge and competence) based on collected information and test results/'norms'.

To cover the above requirements and the assessment criteria listed within Learning Outcomes 8 and 9 the following evidence could be gathered:

- Client interview
- Overview of client goals
- Programme review and modification form

The learner is required to work with a client within a gym environment and as part of this process they will need to collect some personal information about them, carry out appropriate screening and take at least two physical measurements that are appropriate for their client. The client interview should comprise of questions relating to the client's motivation, barriers, and personal preferences for exercise, lifestyle and their short, medium and long term physical and nutritional goals. The learner will need to design a progressive programme of exercise to meet their client's needs (a minimum of 8 weeks in duration), selecting exercise activities that are appropriate to the client's goals taking into consideration the clients:

- Health status and any contraindications
- Injury status and any specific recommended adaptations if appropriate
- Any other precautions identified during client consultation

The progressive programme should clearly demonstrate applications of the principles of FITT (Frequency, Intensity, Time and Type) to the design of the programme.

Within the programme the following types of equipment must be used:

- Cardiovascular machines
- Resistance machines
- Free weights including barbells and dumbbells and cables where available

Learners must demonstrate correct lifting and passing techniques, including dead lifting the barbell safely from the floor and spotting.

The learner must use at least two cardiovascular approaches to training from the list below within their progressive programme and indicate the target heart rate training zone within each stage of the programme:

- Interval
- Fartlek
- Continuous

The learner must include at least four of the resistance approaches to training from the list below in their progressive programme across a range of resistance machines and free weights:

- Pyramid systems
- Super-setting
- Giant sets
- Tri sets
- Forced repetitions
- Pre / post exhaust
- Negative / eccentric training
- Muscular strength endurance / muscular fitness

The learner must also include at least one core stability exercise

Please note, the number of machines/pieces of equipment the learner chooses to use will depend upon their client's needs.

The progressive programme should contain the following:

- Client Analysis (inclusive of a minimum of 2 physical measurements listed above)
- Overview of the programme (this could be in the form of a periodisation plan)
- A minimum of 2 programme cards
- Evaluation and action plan

Please note - Each programme card should be recorded in a format that will help clients and others involved to implement the programme and contain the following:

- warm up

- main section (across the programme cards that are produced the learner must demonstrate the above evidence requirements)
 - cool down and flexibility
 - timings and sequences
 - exercise / physical activities which can be done outside of the gym environment
 - any additional precautions or comments
- There must be evidence that a learner has planned participants in a minimum of one core stability exercise (e.g. an exercise to improve muscles associated with stabilisation (local) and mobilisation (global)).
 - There must be evidence that a learner has planned for exercise/physical activity that can be run in environments not designed specifically for exercise. This should include physical activities the client can undertake as part of their lifestyle (e.g. at home or outdoors) to complement exercise sessions.
 - Learners must provide evidence that they have planned a progressive programme for a client ensuring effective integration of all exercises and physical activities to allow clients to achieve short, medium and long term goals. They should demonstrate their ability to review client progress and make any necessary adaptations to the programme where goals are not being achieved or new goals are identified.
 - Learners must also provide evidence of their ability to apply the principles of nutrition to a physical activity programme by collecting and analysing appropriate information and agreeing nutritional goals with clients that are compatible with the analysis, accepted good practice and national guidelines.

Please ensure that alongside the above evidence requirements, the progressive programme has complete coverage of the assessment criteria within Learning Outcomes 8 - 13.

Guidance for Centres using Focus Awards portfolio

- The learners are required to complete the externally set worksheet that will be internally marked. The learners must achieve a correct answer for every question to gain a pass, therefore achieving 100%.

If the learner refers, they can either submit the incorrect answers again in written format or the assessor can conduct a professional discussion. If this does occur, the assessor must correctly complete the evidence record sheets with the assessment criteria that the worksheet has covered and then add the professional discussion as a new piece of evidence which should then cover the remaining assessment criteria to allow them to sign off the unit.

Please note, the size of the box does not reflect the amount of detail required for each answer. Please ensure your learners are aware of this.

- The learner must complete the assignment brief completing each step in turn.
- As the Centre, you may feel it beneficial to design your own personal training documentation to assist the learners
- The learner must produce sufficient evidence to meet each and every criteria from the progressive programme marking criteria and the specific evidence requirements.
- The assessor must ensure the above performance assessment strategy has been adhered to.
- For the resistance approach listed as 'muscular strength endurance / muscular fitness' the learner can use any other resistance training approach of their choice, that addresses muscular strength and endurance / muscular fitness.

Delivering personal training sessions

The aim of this unit is to assess the learner's knowledge, understanding and performance of delivering personal training sessions.

All learning outcomes of this unit must be assessed using methods appropriate to the assessment of knowledge, understanding and performance. There must be valid, authentic and sufficient evidence for the assessment criteria. However, one piece of evidence may be used to meet the requirements of more than one learning outcome or assessment criteria.

Learning Outcomes 1 - 3 are knowledge based and evidence could take the form of:

- Written statements or answers by the learner
- Oral statements or answers by the learner
- Professional discussion between the learner and their assessor
- Assignments
- Projects

Performance based assessment strategy

- There must be evidence that a learner has instructed participants in the use of the following types of equipment;
 - Cardiovascular Machines
- Learners must also show instructing of a minimum of two of the following cardiovascular approaches to training
 - Interval
 - Fartlek
 - Continuous

- There must be evidence that a learner has instructed participants in the use of the following types of equipment;
 - Resistance Machines
 - Free Weights; including barbells and dumbbells and cables where available
- Learners must demonstrate correct lifting and passing techniques, including dead lifting the barbell safely from the floor and spotting.
- Learners must also show instructing using different resistance machines and free weights, of a minimum of four of the following resistance approaches to training:
 - Pyramid systems
 - Super-setting
 - Giant sets
 - Tri sets
 - Forced repetitions
 - Pre / post exhaust
 - Negative / eccentric training
 - Muscular Strength Endurance / muscular fitness

N.B. the number of machines/items of equipment will depend upon the learner's plan but the minimum number of training approaches must be adhered to.
- There must be evidence that a learner has instructed participants in a minimum of one core stability exercise (e.g. an exercise to improve muscles associated with stabilisation (local) and mobilisation (global)).

Evidence to meet the above assessment strategy must take the form of the following:

- The assessor must observe the learner conducting a personal training session with their client,
- The session that is to be observed should be one of the learners programme cards that has been submitted for Unit 3,
- The assessor must complete both parts of the assessment checklist,
- The learner must demonstrate the following:
 - Main section of their session displaying two CV approaches
Please note, the learner must use a range of CV machines, therefore the same CV machine cannot be used across the two approaches
 - Main section of their session displaying four resistance approaches
Please note, the learner must use a range of resistance machines, free weights including barbells and dumbbells and cables where available.
Learners must demonstrate correct lifting and passing techniques, including dead lifting the barbell safely from the floor and spotting.

- 1 core stability exercise

Please note, alongside the above requirements, you must ensure the observation has complete coverage of the assessment criteria within Learning Outcomes 4 – 7.

- Learning Outcome 8 can be assessed by the learner completing an instructor session evaluation form with their client after the session has ended.

Guidance for Centres using Focus Awards portfolio

- The learners are required to complete the externally set worksheet that will be internally marked. The learners must achieve a correct answer for every question to gain a pass, therefore achieving 100%.

If the learner refers, they can either submit the incorrect answers again in written format or the assessor can conduct a professional discussion. If this does occur, the assessor must correctly complete the evidence record sheets with the assessment criteria that the worksheet has covered and then add the professional discussion as a new piece of evidence which should then cover the remaining assessment criteria to allow them to sign off the unit.

Please note, the size of the box does not reflect the amount of detail required for each answer. Please ensure your learners are aware of this.

- The assessor must observe the learner conducting a personal training session with their client
- The session that is to be observed should be one of the learners programme cards that has been submitted for Unit 3.
- The assessor must complete both parts of the assessment checklist
- The learner must demonstrate the following:
 - Main section of their session displaying two CV approaches
Please note, the learner must use a range of CV machines, therefore the same CV machine cannot be used across the two approaches
 - Main section of their session displaying four resistance approaches
Please note, the learner must use a range of resistance machines, free weights including barbells and dumbbells and cables where available.
Learners must demonstrate correct lifting and passing techniques, including dead lifting the barbell safely from the floor and spotting.
 - 1 core stability exercise

- When completing the observational checklists ensure the following is adhered to:
 - If the criteria has been sufficiently met (i.e. the learner is competent), mark the box with a 'P',
 - If the criteria has not been sufficiently met (i.e. the learner is not competent), mark the box with a 'R',
 - When a question needs to be asked, mark the box with a 'Q' and then record your question on the assessor question sheet,
 - If the criteria has been sufficiently met (i.e. the learner is competent) but the assessor would like to make a comment/provide feedback (either positive or constructive), mark the box with a 'C' and record your comment/feedback on the assessor feedback sheet ensuring the corresponding performance criteria is inserted alongside the comment/feedback.
 - A 'R' in any shaded box is an overall referral,
 - Two 'Rs' in any one horizontal row is an overall referral,
 - If there are no 'Rs' in a shaded box, there are not two 'Rs' in any horizontal row, but there are 'Rs' scattered across the checklist, then the assessor must use their professional judgement as to whether the learner has taught a safe and effective session.
 - There may be an occasion whereby the learner does not meet the requirement for one particular component, (i.e. 'Rs' the whole way down the column), yet is deemed competent across the rest of the session. In this scenario, the overall decision would be a 'refer', but the learner would just need to be re-assessed on that one component and not the whole session.
 - If the referral is isolated e.g. the learner has one 'R', but it is in a shaded box, then the learner would only have to show that exercise that the cross referred to.
 - The same would apply if the learner had only two 'Rs', but these were on the same horizontal row. The learner would only have to be re-assessed on the performance criteria for the two exercises that the 'Rs' related to.
 - If there is more than one isolated referral or the scenario of the scattered 'Rs' occurs, then the learner will need to repeat the whole session again.

Please note, if there is an isolated incident that causes a referral, then the assessor must still complete a new checklist and simply complete the required sections. Please do not attempt to write over the original checklist.

 - Please use the key provided, to indicate which CV component/resistance approaches the learner has performed.

- After the session has ended, the assessor must give the learner a minimum of 15 minutes to speak with their client and complete the instructor session evaluation form.

Appendix C: Guidance on observed assessments

Assessment briefing

When carrying out a planned observed assessment, it is essential that the assessor carries out a briefing prior to the assessment. The assessment briefing should cover the following information:

- Where the assessment will take place;
- How the assessment will be conducted;
- What evidence the learner is expected to produce;
- Documentation which forms part of the assessment process;
- When and where the feedback session will take place;
- What to do if the learner does not agree with the assessment decision (appeals procedure);
- The assessor should also encourage the learners to ask questions or seek clarification on anything relating to the planned assessment. If there are others involved in the assessment process (e.g. clients) they should be part of the assessment briefing.

The assessment briefing can be carried out in a one to one or in a group situation. If this is conducted in a group situation, then the assessor will briefly confirm the process with each individual before the assessment starts.

Observing the learner

Observation is the main method of assessing practical competence and involves the assessor observing the learner carry out the planned assessment. When carrying out an observed assessment, the assessor should abide by the following guidelines:

- Involve the learner in their own assessment;
- Complete an adequate briefing;
- Use an assessment checklist or an approved assessor report;
- Ensure a good observational position is adopted to enable you to see/hear appropriately;
- Avoid becoming involved in the assessment process except in instances of health and safety or when 'moving on';
Please note, assessors are not allowed to move learners on, if it is an NVQ assessment.
- When 'moving on', stick to the phrase 'thank you, can you move onto the next exercise please'. Avoid using phrases such as 'that's great' or 'well done' – this could give an indication of performance;
- Ensure sufficient time is planned to give feedback/assessment decision after the assessment;
- Use a method of recording the observation that is as unobtrusive as possible. Rustling papers can prove disruptive in a quiet environment where people are concentrating on what is being assessed;

- Be seen to be observing, never eat, talk to other people, text on a mobile phone or any other such action which will distract from your observation;
- Avoid using positive/negative body language – this could give an indication of performance;
- Avoid assessing in noisy environments;
- Please ensure that the feedback session to provide feedback on the learner's performance is conducted in an appropriate place e.g. comfortable and quiet environment.

Suggested stages of an observation for Focus Awards Level 3 Certificate in Personal Training

- **Step 1**
Assessment briefing
- **Step 2**
Summative Observation
- **Step 3**
Learner/Client Feedback
- **Step 4**
Learner (Instructor) Evaluation with client (15 minutes minimum)
- **Step 5 (Feedback session)**
Assessor Questions
- **Step 6**
Assessment Decision (pass/refer)
- **Step 7**
Assessment Feedback

Questioning to Assess Knowledge and Understanding

- It is easy to infer a level of understanding by what is seen during an observation, therefore it is essential that assessors question learners if they are ever in doubt about underpinning knowledge;
- However, a question should not be asked if the assessor does not see a particular performance criteria.
- Questions are divided into two categories:
 - Open questions start with the words, 'How?', 'What?', 'When?', 'Where?', 'Why?' and 'Who?'
 - Closed questions will ultimately result in the learner responding with a 'Yes' or 'No' response. This is not a good technique when assessing a learner's underpinning knowledge, as it is very hard for the assessor not to lead learners in this scenario.

- Assessors should always use open questions when assessing knowledge and understanding.
- It is a Focus Awards requirement that all questions asked during assessment are recorded together with learner responses. They must be written out in full and signed and dated by both the learner and assessor.
- It is unacceptable to write next to a question "learner answered correctly". If there was an appeal against your assessment decision, then there would not be a clearly auditable trail of evidence which shows the question that was asked and the learner response.

Non-Leading Questions

Assessors should be careful not to use questions that could lead the learners by giving them a clue to the right answer. They should also be aware of any preferences or opinions they might hold that could affect the way they ask questions. It is just as easy to lead the learner by the tone or inflection of the voice or by some facial expression or body movement.

Feedback

- Feedback following assessment should relate specifically to what has been assessed and how the evidence presented meets, or does not fully meet the criteria being assessed.
- Feedback should not include assessor opinion nor should it be a criticism.
- When providing feedback, this should always be positive and constructive and never critical of the learner's performance. When feedback is delivered to the learner it should follow the 'feedback sandwich' (positive feedback, followed by constructive feedback, finished with positive feedback).
- Effective feedback should be a two way process, involving the learner at all times.
- Assessors must give their assessment decision first and never ask a learner 'how did you think the assessment went'. Following this approach will inform the learner of the assessment decision and not give them false hope, if they think they have achieved competence when they have not. The learner can then concentrate on their feedback rather than thinking 'have I passed'.
- Feedback must be given in an appropriate environment e.g. somewhere quiet and comfortable so that the learner can concentrate on their feedback.

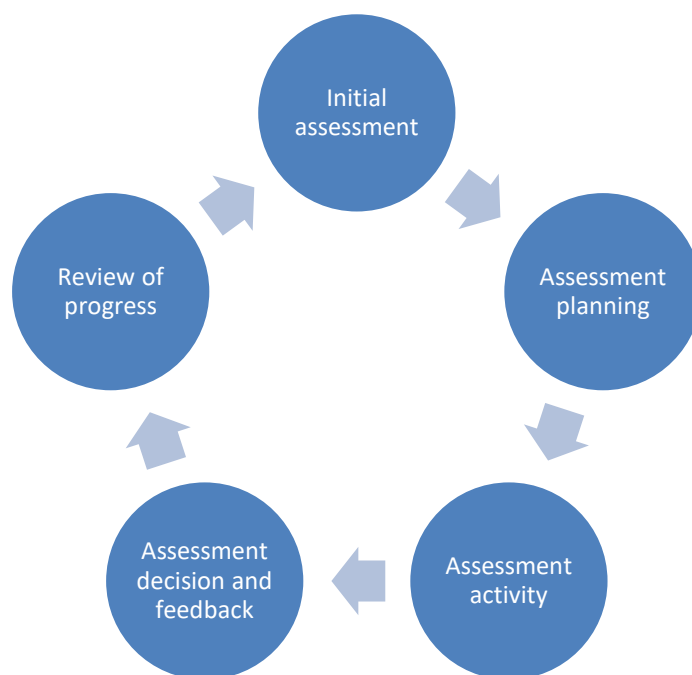
Appendix D: Assessment Best Practice

The assessment process

The assessment process is a systematic procedure which should be followed to give learners a positive experience. This can be achieved by following the assessment cycle. The cycle will continue until all aspects of the qualification have been achieved by your learner(s).

Throughout the cycle, standardisation of assessment practice between assessors should take place; this will ensure consistency and fairness of decisions and that all assessors interpret the requirements in the same way. Internal Quality Assurance will also take place throughout the cycle as part of your Centre's internal quality assurance arrangements.

The assessment cycle



Initial assessment

The assessor must ascertain if the learner has any previous knowledge and/or experience of the subject/topic/unit to be assessed. This information can be obtained through application forms, interviews or professional discussions. The results of the initial assessment will give you vital information regarding your learners which you may be able to use within the assessment process for example claiming exemptions, equivalences, credit transfer or Recognition of Prior Learning (RPL). It will also give you vital information if your learner requires further training or any additional support they may need. This process might not always be carried out by the assessor, but the information obtained

must be passed onto the assessor in order for them to effectively move onto the next stage of the assessment cycle and plan the learner assessment. Initial assessment is known as assessment for learning, as it helps prepare learners for assessment and identifies their potential.

Assessment planning

Assessment planning should be short and medium/long term, to allow for both formative and summative assessment to take place. Inclusion of your learner(s) in the planning process will help identify what they have learnt, how and when they will be assessed and will allow for communication to take place to clarify any points or concerns.

Assessment activity

The assessor must use relevant methods, approaches and activities for example observation, questioning, assignments or gathering appropriate evidence of competence. Assessment can be formative (usually ongoing and to check progress) and summative (usually at the end, that fully achieves the assessment criteria and fully concludes the assessment cycle).

Assessment decision and feedback

The assessor makes a judgement of success or otherwise, giving constructive feedback and agreeing further action that may be necessary. Records of what was assessed and the decisions made should always be maintained.

Review of progress

The assessor reviews the progress and achievement with the learner, discussing any other issues that may be relevant to the learning and assessment process. Within this session, the assessor will naturally start the assessment cycle again, by identifying what is the next stage in the assessment of the qualification, how the learner will achieve this and then planning the assessment.

Records should be maintained throughout all aspects of the assessment cycle and internal quality assurance activities should take place on an ongoing basis.

Exemptions, equivalences, credit transfer and RPL

With the introduction of the RQF it now enables learners to avoid duplication of learning and assessment through equivalences or exemptions as follows: For achievements within the RQF it is possible to transfer credit (equivalence) Individuals with certificated achievements outside the RQF can claim exemption from the requirement to achieve credits for designated units

If a learner has previously achieved the same unit through another awarding organisation, this will be classed as a credit transfer.

In all these cases as the learner has already had their achievement recognised, and will have received a certificate to confirm this, their achievement towards this specific qualification **MUST** be shown as an exemption, equivalence or credit transfer and **MUST NOT** be allocated any credit achievement.

Recognition of Prior Learning (RPL) is a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning. Therefore the learner is either awarded the unit or can progress straight to assessment without the need for delivery. This will show as a unit achievement on the certificate. For any learner who has previously achieved units that have been approved as Exemptions, Equivalences, and Credit Transfer or will be achieved through RPL it is your responsibility to inform Focus Awards at registration, through the use of the registration excel spread sheet.

The claim must first of all be made to your Centre and it is your responsibility to make the initial consideration – if you are in any doubt you should request advice/clarification from Focus Awards. Upon authorising the request, you must ensure that appropriate evidence and documentation is reviewed, maintained and made available to Focus Awards staff as required.

Guidance for Tutors, Assessors and IQA's

In order to offer any of Focus Awards regulated qualifications your Centre will need to ensure that it has the following:

- Tutor(s)
- Assessor(s)
- Internal Quality Assurers(s)

Requirements for Tutors:

Tutors should hold, or be working towards a teaching qualification. The following are acceptable:

- Preparing to Teach in the Lifelong Learning Sector (PTTLS);
- Certificate in Teaching in the Lifelong Learning Sector (CTTLS);
- Diploma in Teaching in the Lifelong Learning Sector (DTTLS);
- Level 3 Award in Education and Training;
- Level 4 Certificate in Education and Training;
- Level 5 Diploma in Education and Training.

Focus Awards will consider other teaching qualifications upon submission.

Tutors must also be able to show the following:

- Relevant technical/occupational competency in the disciplines/units they wish to teach.

Requirements for assessors:

Assessors should hold or be working towards the following:

- D32/D33;
- A1 qualification;
- Level 3 Award in Assessing Vocational Achievement;
- Level 3 Award in Assessing Competence in the Work Environment;
- Level 3 Certificate in Assessing Vocationally Related Achievement;
- Show relevant technical/occupational competency in the disciplines/units they wish to assess.

Please note – trainee assessors will require their decisions to be countersigned by a suitably qualified assessor.

Requirements for Internal Quality Assurers (IQA):

IQAs should hold or be working towards either of the following:

- D34;
- V1 qualification;
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice;
- Show relevant technical/occupational competency in the disciplines/units they wish to verify.

Please note – trainee IQAs will require their decisions to be countersigned by a suitably qualified IQA.

Guided learning hours

The guided learning hours figure gives the minimum amount of time required to 'deliver' the programme, and includes all times when a member of staff is present to give specific guidance towards learning aims/outcomes, as well as other structured learning time such as directed assignments, supported individual study or practice and assessments. It does not include time spent on learner-initiated work; or time spent by tutors marking assignments where the learner is not present.

Assessment

Assessment practices must reflect the **Equality and Diversity Policy of Focus Awards and reasonable adjustments** may be required for individual learners to enable them to undertake assessments fairly. Please see our guidance and the procedures for applying reasonable adjustments.

Assessment must meet fully all learning outcomes and assessment criteria as described in the qualification specification / assessment strategy; although the method of assessment may sometimes be adjusted to cater for learners requiring alternative assessment methods. The qualification assessment strategy provides detailed assessment and evidence requirements.

Consistency of assessment decisions

The consistency of assessment decisions, across learners, sites and assessors, is of primary importance in assuring the quality of assessment within a Centre.

Focus Awards ensures that the following mechanisms are in place to assist this:

- Assessors are qualified or working towards current assessor standards:
 - ❖ Level 3 Award in Assessing Vocational Achievement or Level 3 Award in Assessing Competence in the Work Environment. Note: D32/33 and A1 is also acceptable;
- Assessors have relevant subject competency in the units that they wish to assess;
- Assessors are observed assessing by qualified IQAs at least once per year;
- Standardisation exercises are carried out within the Centre;
- Focus Awards issue 'Assessment Guidance' documentation for each qualification;
- Centre training days run by Focus Awards include assessment best practice;
- External quality assurance is carried out at least twice per year in each Centre by trained and qualified EQAs.

Judging authenticity

- Assessors must ensure that the evidence provided by learners is valid, current, sufficient, reliable and authentic;
- Trainers/assessors should ensure that learners sign a declaration that their work is authentic i.e. their 'own unaided work';
- You must implement a Record of Achievement document to record how the learning outcomes and assessment criteria has been sufficiently covered. By 'signing off' learners' evidence using this document the assessors and IQAs are confirming that the assessment evidence submitted by the learner is authentic and their own unaided work and it is sufficient to meet the stated learning outcomes and assessment criteria.
- Where there is suspicion that the work may not be authentic, the assessor should carry out checks to ascertain its authenticity. For

example, oral questioning to check that the learner's knowledge matches the evidence provided.

- Evidence which is deemed to be inauthentic should not be accepted.

Guidance on re-submission of learner assessment

- There is no limit to the number of times that work may be resubmitted by the learner for assessment;
- However, you may wish to operate your own systems and policies for additional support/advice which may be given to learners who have been unsuccessful on a number of occasions;
- There is no limit to the number of times that assessments may be redrafted by the learner prior to assessment;
- Assessors/tutors may offer some assistance to learners in completing written work, such as explaining what the questions mean or offering additional guidance when they have previously answered questions incorrectly, however, assessors/tutors must not give learners, or lead them to, the correct answers;
- Assessors/tutors should not add to learners' answers in worksheets, etc... where they do not fully meet the required standard. Rather the learner should be asked to add to their answers themselves until they demonstrate competence.

Use of language and stimulus materials

It is your responsibility as a Centre to provide your learners with suitable resources and assessment materials to support them in their learning journey. Resources and assessment materials and the language used within these should be suitable and appropriate to their needs. They are only appropriate if they:

- Enable learners to demonstrate their level of attainment;
- Require knowledge, skills and understanding which are required for the qualification;
- Are clear and unambiguous (unless ambiguity forms part of the assessment) and
- Are not likely to cause unnecessary offence to learners.

The use of these materials will be reviewed during Centre EQA monitoring visits and in considering whether language and stimulus materials for learning and assessment are appropriate, an EQA will take into account the following:

- The age of learners who may reasonably be expected to take the qualification;
- The level of the qualification;
- The objective of the qualification;
- The knowledge, skills and understanding assessed for the qualification;

- It contains language or content which could lead a group of learners who share a common attribute or circumstance to experience – because of that attribute or circumstance – an unreasonable disadvantage in the level of attainment that they are able to demonstrate in the assessment.

Please note:

- that for the creation of manuals or text books, you must show how each of the learning outcomes has been covered and for assessment materials you must adopt an evidence referencing system to show how each of the assessment criteria has been covered.
- for certain qualifications Focus Awards may provide manuals and learner portfolios for Centres to utilise.

Appendix E: Level 3 Personal Training: Anatomy

- Bones
- Axial Skeleton
- Cranium
- Cervical Vertebrae
- Thoracic Vertebrae
- Lumbar Vertebrae
- Sacral Vertebrae
- Sternum
- Ribs
- Coccyx

Appendicular Skeleton

- Scapula
- Clavicle
- Humerus
- Ulna
- Radius
- Carpals
- Metacarpals
- Phalanges
- Ilium
- Ischium
- Pubis
- Femur
- Patella
- Tibia
- Fibula
- Tarsals
- Calcaneus
- Metatarsals

Joints

As level 2 plus:

Synovial

- Condylloid / Ellipsoid
- Saddle

Major Muscles (building on Level 2)

- Rotator Cuff
 - Teres minor,
 - Supraspinatus
 - Subscapularis

- Infraspinatus
- 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,
 - Pectinius,
 - Gracilis,
 - Sartorius
- Abductors
 - Gluteus Medius,
 - Gluteus Minimus,
 - Piriformis,
 - Tensor Fascia Latae
- Abdominals
 - Internal and external Obliques,
 - Transverse abdominis
- Quadriceps
 - Rectus Femoris
 - Vastus Lateralis
 - Vastus Medialis

- Vastus Intermedius
- Hamstrings
 - Semitendinosus
 - Semimembranosus

Appendix F: Example Assessment Documentation

Assessment Plan

Assessor name:

Learner name:

Date:

Date and timings of planned assessment	Unit/s and/or learning outcome/s to be assessed	What is to be assessed? Describe the activity or process you will observe or the product to be produced.	Assessment Method (Please see key below)	Date assessment completed
I confirm that the assessment process, the activity and evidence to be generated has been fully explained to me:				
Learner signature:			Date:	
Assessor signature:			Date:	

OQ - Oral Questioning, **O** – Observation, **WT** - Witness Testimony, **S** - Simulation, **PD** - Professional Discussion, **WQ** - Written Questions, **A** - Assignment/Project, **WP** - Work Project, **CS** - Case Study, **RA** – Reflective Account, **RPL** – Recognition of prior learning

Professional Discussion

Learner name:	
Assessor name:	
Date:	
Assessment criteria / topic of discussion:	Learner response:

Assessor signature:		Date:	
Learner signature:		Date:	
Internal quality assurer signature:		Date:	

Assessor Question Sheet

Qualification:

Unit:

Assessor question	Learner response	Assessment criteria covered

Assessor signature:		Date:	
Learner signature:		Date:	
Internal quality assurer signature:		Date:	

Assessor Feedback Sheet

Qualification:

Unit(s):

Performance criteria / assessment criteria	Assessor feedback

Assessor signature:		Date:	
Learner signature:		Date:	
Internal quality assurer signature:		Date:	

Learner Assessment Record

Evidence	Date Achieved	Assessor signature	Learner Signature

