

# YMCA Level 3 Certificate in Personal Training (500/8259/0)

## Qualification Specification





YMCA Awards

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# Level 3 Certificate in Personal Training

## Qualification Specification

Qualification number: 500/8259/0

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# Introduction

## About YMCA Awards

At YMCA Awards, we are passionate about learner progress. Our qualifications support every learner, whether they are taking their first steps into fitness or simply wish to boost their skills. Our high-quality resources and assessment materials have been created by industry experts in consultation with employers and training providers.

YMCA Awards are an internationally recognised organisation. We are highly respected in health and fitness circles, and most importantly of all, we have helped over 200,000 people launch and advance their careers.

## Qualification overview

This qualification is regulated by:

- Ofqual
- CCEA (Council for the Curriculum, Examinations and Assessment)
- QW (Qualifications Wales).

This qualification has also been approved by the Department for Education (DfE) for teaching to 16- to 19-year-olds in the tech level category of the 2017 16 to 19 performance tables and will be reported alongside qualifications such as A Levels and other vocational qualifications.

See: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/409739/Tech\\_Levels\\_2017\\_list.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/409739/Tech_Levels_2017_list.pdf).

Tech levels are rigorous, advanced (Level 3) technical qualifications on par with A Levels and are recognised by employers. They are for students aged 16 plus who want to specialise in a specific industry or prepare for a particular job. They give an opportunity to develop specialist knowledge and skills to help the learner get an apprenticeship or job.

This qualification is also eligible for inclusion on the UCAS tariff. Further information on UCAS may be found here: [UCAS](#).

## Qualification aim

The aim of this qualification is to recognise 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.

## Overview of knowledge, skills and understanding

Learners will cover:

### Knowledge and understanding relating to the qualification

- Anatomy and physiology including:
  - The heart and circulatory system

- The musculoskeletal system
- Postural and core stability
- The nervous, endocrine and energy systems and their relation to exercise and health.
- How to maintain health, safety and welfare in a variety of fitness environments, including the safeguarding of children and vulnerable adults.
- How to programme safe and effective exercise for a range of clients, the health benefits of physical activity and the importance of healthy eating.
- How to communicate with clients effectively, and motivate clients to adhere to an exercise programme.
- How to apply the principles of nutrition to support client goals as part of an exercise and physical activity programme.
- How to design, manage and adapt a personal training programme with apparently healthy adults of all ages.
- How to deliver exercise and physical activity as part of a programme for apparently healthy adults of all ages.

## Target group and age range

This qualification is suitable for Fitness Instructors who wish to pursue a career in the health and fitness industry as a personal trainer.

## Qualification structure

The YMCA Awards Level 3 Certificate in Personal Training is made up of the following 7 mandatory units:

Unit reference number	Unit title	Level	Credit
A/600/9017	Principles of exercise, fitness and health	2	4
T/600/9016	Health, safety and welfare in a fitness environment	2	2
M/600/9015	Know how to support clients who take part in exercise and physical activity	2	2
A/600/9051	Anatomy and physiology for exercise and health	3	6
F/600/9052	Programming personal training with clients	3	7
J/600/9053	Delivering personal training sessions	3	9
L/600/9054	Applying the principles of nutrition to a physical activity programme	3	6

The Total Qualification Time (TQT) for this qualification is 360. The Guided Learning Hours (GLH) assigned are 245.

## Total Qualification Time (TQT)

This is an estimate of the total amount of time, measured in hours that a learner would reasonably need to be able to show the level of achievement necessary for the award of a qualification.

Total Qualification Time is made up of the following two elements:

- (a) the number of hours which an awarding organisation has assigned to a qualification for Guided Learning (see below); and
- (b) an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.



## Guided Learning Hours (GLH)

This is:

- Face-to-face delivery (learning delivered by a lecturer, supervisor, tutor or other appropriate member of the training team)
- eLearning with a lecturer, teacher or tutor present/available in real time (the co-presence of learner and tutor can be either remote or in the same physical place)
- Invigilated assessment (external tests sat under controlled or open-book conditions)
- Internal assessment carried out by the learner with a lecturer, teacher or tutor present/available in real time (the co-presence of learner and tutor can be either remote or in the same physical place).

This is **not**:

Unsupervised learning such as:

- eLearning that the learner carries out unsupervised and with no real-time support from a lecturer, teacher or tutor
- Assessment internally carried out by the learner without a lecturer, teacher or tutor present/available in real time (for example, completing a Learner Assessment Record (LAR) at home)
- Any additional further study, revision and training activities that the learner does unsupervised to support their learning.

Recommended Guided Learning Hours – our ongoing review

Your External Quality Assurer (EQA) will ask you to offer feedback on GLH annually as part of the quality assurance visit. You should base your feedback on a typical learner taking this qualification and the time spent on supervised learning (GLH). If you feel the GLH is different from the above and you wish to offer feedback before your next EQA visit, please email us: [awards.products@ymca.co.uk](mailto:awards.products@ymca.co.uk).

## Entry requirements

Learners must hold a Level 2 Certificate in Fitness Instructing or equivalent.

## Opportunities for progression

Future employment possibilities

This qualification can lead to employment as a personal trainer.

Progression to further/higher level learning

This qualification provides progression to other qualifications at the same and higher levels, for example:

- Apprenticeship in exercise and fitness
- YMCA Awards Level 3 Award in Business Skills for the Fitness Professional
- YMCA Awards Level 3 Award in Instructing Outdoor Fitness
- YMCA Awards Level 3 Award in Sports Conditioning
- YMCA Awards Level 3 Award in Programming and Supervising Exercise with Disabled Clients
- Level 3 Certificate in Sports Massage (Soft Tissue Therapy)
- Level 3 Diploma in Exercise Referral.

## Mapping to standards

There are direct links to the National Occupational Standards in:

- Instructing Exercise and Fitness
- Instructing Physical Activity and Exercise.

## Centre approval

This qualification can only be offered by centres approved by YMCA Awards to deliver it. Details of YMCA Awards approvals processes can be found on our website:

[www.ymcaawards.co.uk/centres/become-a-ymca-awards-centre](http://www.ymcaawards.co.uk/centres/become-a-ymca-awards-centre).

## Qualification approval

If your centre is already approved, you should only need to complete and submit a qualification approval form to deliver this qualification. However, you may also need to complete an additional staff approval form if the qualification is going to be delivered by staff who are not currently approved by YMCA Awards. Details of additional approvals can be found on our website: [www.ymcaawards.co.uk/approvals](http://www.ymcaawards.co.uk/approvals).

## Tutor, assessor and IQA approval requirements

To make sure you meet the most up-to-date requirements, please see the YMCA Awards staff approval requirement document. This can be found on our website: [www.ymcaawards.co.uk/centres/centre-guidance](http://www.ymcaawards.co.uk/centres/centre-guidance).

## Registration

All learners must be registered within the first 10% of the duration of their course (eg, for a course that lasts 10 days, learners should be registered on the first day of their course at the latest). For further details on registration please go to our website: [www.ymcaawards.co.uk/registration](http://www.ymcaawards.co.uk/registration).

## Qualification availability

This qualification is available in:

- England and regulated by Ofqual
- Northern Ireland and regulated by CCEA (Council for the Curriculum, Examinations and Assessment)
- Wales and regulated by QW (Qualifications Wales).

## Reasonable adjustments and special considerations

In making this qualification available, YMCA Awards has made every attempt to make sure there are no unnecessary barriers to achievement. You can find full details of our reasonable adjustment and special considerations policy on our website: [www.ymcaawards.co.uk/centres/policies-and-procedures](http://www.ymcaawards.co.uk/centres/policies-and-procedures).

## Enquiries and appeals procedures

YMCA Awards has an appeals procedure in accordance with the regulatory arrangements in the General Conditions of Recognition. Full details of these procedures are available on our website:

[www.ymcaawards.co.uk/centres/policies-and-procedures](http://www.ymcaawards.co.uk/centres/policies-and-procedures).

## Assessment and quality assurance

### How the qualification is assessed

Assessment is the process of measuring a learner's skills, knowledge and understanding against the standards set in the qualification.

This qualification is a unit-based qualification and each unit contains learning outcomes and assessment criteria. Learning outcomes set out what the learner is expected to know, understand or be able to do as a

result of the learning process. Assessment criteria detail the standards a learner is expected to meet and are broken down into what the learner 'can' do as a result of successfully achieving the unit.

The learner can be assessed holistically or individually as long as they show that the learning outcomes have been achieved.

Competency-based learning outcomes (eg, be able to) are typically assessed through direct observation and these will take place in a real-work environment. Where a real-work environment is not stipulated the observation can be simulated and be internally assessed.

Knowledge-based learning outcomes (eg, know or understand) can be assessed in a number of different ways such as worksheets, projects and professional discussion. The assessment method chosen should reflect the content of the unit.

This qualification must be assessed in line with YMCA Awards' assessment policies and procedures: [www.ymcaawards.co.uk/centres/centre-guidance](http://www.ymcaawards.co.uk/centres/centre-guidance).

The YMCA Level 3 Certificate in Personal Training is assessed through a combination of internal and external assessment.

## Internal assessment

YMCA Awards suggest the following approaches to internal assessment:

### Using a Learner Assessment Record (LAR)

This document typically contains assessment guidance and paperwork developed by YMCA Awards to support the assessment of a qualification.

To check if a Learner Assessment Record (LAR) is available for this qualification, please make sure you are logged in to the centre home on the website and follow this link: [www.ymcaawards.co.uk/download-resources/lars](http://www.ymcaawards.co.uk/download-resources/lars).

### Creating a portfolio of evidence

If a YMCA Awards LAR is not used to show evidence of internal assessment then the learner must create a portfolio of evidence. Centres must work with learners to create this portfolio and need to make sure that the learner's portfolio covers the learning outcomes and/or assessment criteria where required.

A typical portfolio of evidence could include:

- Evidence index
- Assessor observation – completed observational checklists and related action plans
- Witness testimony
- Candidate's proof of work
- Worksheets
- Assignments/projects/reports/presentations
- Record of professional discussion
- Record of oral and written questioning
- Candidate and peer reports
- Recognition of prior learning (RPL)
- Summary of achievement.

Centres need to ensure assessment specifications and paperwork are signed off by the EQA before delivery.

As a guide to selecting appropriate assessment methods, see the suggested example in the 'Qualification content' section of this specification. We also have a selection of Word template documents that you might find useful when creating your learner's portfolios of evidence.

## External assessment

You can download mock papers here: [www.ymcaawards.co.uk/download-resources/mock-papers](http://www.ymcaawards.co.uk/download-resources/mock-papers).

## Assessors

The role of the assessor is to make an informed judgement about the evidence a learner should provide to show they can meet the assessment criteria. For further guidance please see the 'Role of the assessor' document on the website: [www.ymcaawards.co.uk/centres/centre-guidance](http://www.ymcaawards.co.uk/centres/centre-guidance).

## Internal and external quality assurance

The role of the Internal Quality Assurer (IQA) is to make an informed judgement regarding the practice of and decisions made by the assessment team to maintain standards. They are a vital link between the assessors and the External Quality Assurer (EQA). For further information on the role of the IQA and the EQA go to the website: [www.ymcaawards.co.uk/centres/centre-guidance](http://www.ymcaawards.co.uk/centres/centre-guidance).

## Qualification content

### Unit specifications and recommended assessment methods

# Principles of exercise, fitness and health (A/600/9017)

## Unit aim

This unit covers the knowledge an instructor needs to programme safe and effective exercise for a range of clients, including understanding the health benefits of physical activity and the importance of healthy eating.

## Unit content

The learner can:

### 1. Understand the effects of exercise on the body

The learner will:

1.1 Describe cardiovascular and respiratory adaptations to endurance/aerobic training

1.2 Identify the short- and long-term effects of exercise on blood pressure

1.3 Describe the 'blood pooling' effect following exercise

1.4 Describe the effects of exercise on bones and joints including the significance of weight-bearing exercise

1.5 Describe delayed onset of muscle soreness (DOMS)

1.6 Identify exercises or techniques likely to cause delayed onset of muscle soreness

1.7 Describe the short- and long-term effects of different types of exercise on muscle

1.8 Describe different exercises that can improve posture

The learner will:

### 2. Understand the components of fitness

The learner can:

2.1 Define the components of health-related fitness

2.2 Define the components of skill-related fitness

2.3 Identify the factors that affect health and skill related fitness

The learner will:

### 3. Understand how to apply the principles and variables of fitness to an exercise programme

The learner can:

#### 3.1 Describe the physiological implications of:

- specificity
- progressive overload
- reversibility
- adaptability
- individuality
- recovery time

#### 3.2 Explain the principles of FITT (Frequency, Intensity, Time and Type)

#### 3.3 Explain the principles of a progressive training programme in developing components of fitness

#### 3.4 Explain how to recognise when and how to regress a training programme

#### 3.5 Explain the principles of adaptation, modification and progression for each component of FITT (Frequency, Intensity, Time and Type)

#### 3.6 Describe the effect of speed on posture, alignment and intensity

#### 3.7 Describe the effect of levers, gravity and resistance on exercise

#### 3.8 Describe the differences between programming exercise for physical fitness and for health benefits

The learner will:

### 4. Understand the exercise contraindications and key safety guidelines for special populations

The learner can:

#### 4.1 Describe the exercise contraindications and key safety guidelines for working with older people (50 plus)

#### 4.2 Describe the exercise contraindications and key safety guidelines for working with antenatal and postnatal clients

#### 4.3 Describe the exercise contraindications and key safety guidelines for working with young people (14-16)

#### 4.4 Describe the key safety considerations for working with disabled people

The learner will:

## 5. Understand how to safely monitor exercise intensity

The learner can:

5.1 Describe the benefits and limitations of different methods of monitoring exercise intensity including:

- the talk test
- Rate of Perceived Exertion (RPE)
- heart rate monitoring and the use of different heart rate zones

The learner will:

## 6. Understand the health benefits of physical activity

The learner can:

6.1 Describe the health benefits of physical activity

6.2 Describe the effect of physical activity on the causes of certain diseases including:

- Coronary heart disease
- Some cancers
- Type 2 diabetes
- Hypertension
- Obesity
- Osteoporosis

The learner will:

## 7. Understand the importance of healthy eating

The learner can:

7.1 Describe the national food model/guide

7.2 Describe key healthy eating advice that underpins a healthy diet

7.3 Explain the importance of adequate hydration

7.4 Explain professional role boundaries in relation to offering nutritional advice

7.5 Explain the dietary role of the key nutrients

7.6 Identify the common dietary sources of the key nutrients

7.7 Describe the energy balance equation

7.8 Explain the health risks of poor nutrition

Assessment  
specification

Externally set multiple-choice theory paper

# Health, safety and welfare in a fitness environment (T/600/9016)

## Unit aim

The aim of this unit is to provide the learner with the knowledge and understanding required to maintain health, safety and welfare in a variety of fitness environments, including the safeguarding of children and vulnerable adults.

Tutor note: This unit is intended for use by learners across a number of disciplines, so its teaching should be as generic as possible and consider the relevance of the learning outcomes in a variety of disciplines and settings (eg, gym, group exercise and water-based environments).

## Unit content

The learner will:

### 1. Understand emergency procedures in a fitness environment

The learner can:

- 1.1 Identify the types of emergencies that may occur in a fitness environment
- 1.2 Describe the roles that different staff and external services play during an emergency
- 1.3 Explain the importance of following emergency procedures calmly and correctly
- 1.4 Describe how to maintain the safety of people involved in typical emergencies, including children, older people and disabled people

The learner will:

### 2. Understand health and safety requirements in a fitness environment

The learner can:

- 2.1 Outline why health and safety is important in a fitness environment
- 2.2 Identify the legal and regulatory requirements for health and safety relevant to working in a fitness environment
- 2.3 Describe Duty of Care and professional role boundaries in relation to special population groups
- 2.4 Identify the typical roles of individuals responsible for health and safety in a fitness organisation
- 2.5 Describe the types of security procedures that may apply in a fitness environment



## 2.6 Describe the key health and safety documents that are relevant in a fitness environment

The learner will:

### 3. Understand how to control risks in a fitness environment

The learner can:

#### 3.1 Identify possible hazards in a fitness environment, relating to:

- facilities
- equipment
- working practices, including lifting and handling of equipment
- client behaviour
- security
- hygiene

#### 3.2 Describe how to risk assess the types of possible hazards in a fitness environment

#### 3.3 Describe how to control risks associated with hazards in a fitness environment

#### 3.4 Identify the appropriate person/position to contact within a fitness organisation when hazards and risks cannot be controlled personally

The learner will:

### 4. Understand how to safeguard children and vulnerable adults

The learner can:

#### 4.1 Describe what is meant by safeguarding the welfare of children and vulnerable adults

#### 4.2 Describe the responsibilities and limitations of a fitness instructor in regard to safeguarding children and vulnerable adults

#### 4.3 Identify the types of abuse which an instructor may encounter: physical, emotional, neglect, bullying and sexual

#### 4.4 Identify possible signs of abuse: physical, emotional, neglect, bullying and sexual

#### 4.5 Describe a fitness organisation's policies and procedures in relation to safeguarding children and vulnerable adults, including typical reporting procedures

#### 4.6 Describe the procedures to follow to protect oneself from accusations of abuse

#### 4.7 Identify the statutory agencies responsible for safeguarding children and vulnerable adults

#### 4.8 Explain when it may be necessary to contact statutory agencies

#### 4.9 Describe how to maintain the confidentiality of information relating to possible abuse

Assessment  
specification

Assessment workbook:

The assessment workbook is available in the following formats:

- Paper-based document (download and print)
- Y-Mark (auto-marking) via Moodle.

# Know how to support clients who take part in exercise and physical activity (M/600/9015)

## Unit aim

This unit covers the necessary knowledge and skills required for an instructor to communicate with their clients effectively, as well as to motivate their clients to adhere to an exercise programme. Learners will apply the knowledge and skills they have learned to provide a more client-focused approach to their training.

## Unit content

The learner will:

### 1. Understand how to form effective working relationships with clients

The learner can:

- 1.1 Explain why it is important to form effective working relationships with clients
- 1.2 Explain why it is important to present oneself and the organisation positively to clients
- 1.3 Describe how different communication skills can be used to assist clients with motivation
- 1.4 Explain the importance of valuing equality and diversity when working with clients

The learner can:

### 2. Understand how to address barriers to exercise/physical activity that clients experience

The learner will:

- 2.1 Identify the typical barriers to exercise/physical activity that clients experience
- 2.2 Explain how incorporating clients' exercise/physical activity preferences into their programme can strengthen motivation and adherence
- 2.3 Describe different incentives and rewards that can strengthen clients' motivation and adherence
- 2.4 Describe different strategies that can help clients overcome typical barriers to exercise/physical activity

The learner will:

### 3. Understand how to support clients to adhere to exercise/physical activity

The learner can:

3.1 Explain why it is important for a client to take personal responsibility for their own fitness and motivation

3.2 Describe how to assist clients to develop their own strategy for motivation and adherence

3.3 Identify different behaviour change approaches/strategies to encourage adherence to exercise/physical activity

3.4 Describe how to set short, medium and long term SMART goals

3.5 Describe how to review and revise short, medium and long term SMART goals

The learner will:

### 4. Understand how to provide ongoing customer service to clients

The learner can:

4.1 Explain the importance of client care both for the client and the organisation

4.2 Explain why it is important to deal with clients' needs to their satisfaction

4.3 Identify where to source relevant and appropriate information to meet clients' needs

4.4 Explain the importance of dealing with any delay in meeting clients' needs timely and effectively

4.5 Give examples of how to exceed customer expectations, when appropriate

4.6 Explain the importance of handling client complaints positively, following an organisation's procedure

Assessment specification

Assessment workbook:

The assessment workbook is available in the following formats:

- Paper-based document (download and print)
- Y-Mark (auto-marking) via Moodle.

# Anatomy and physiology for exercise and health (A/600/9051)

## Unit aim

This unit covers the knowledge an instructor needs about anatomy and physiology relating to exercise programming for a range of clients.

## Unit content

The learner will:

### 1. Understand the heart and circulatory system and its relation to exercise and health

The learner can:

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

1.1 Define blood pressure classifications and associated health risks

The learner will:

### 2. Understand the musculoskeletal system and its relation to exercise

The learner can:

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

The learner will:

### 3. Understand postural and core stability

The learner can:

- 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:
  - static (passive and active)
  - dynamic
  - proprioceptive Neuromuscular Facilitation

The learner will:

### 4. Understand the nervous system and its relation to exercise

The learner can:

- 4.1 Describe the specific roles of:
  - 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 co-ordination/efficiency to exercise performance

The learner will:

## 5. Understand the endocrine system and its relation to exercise and health

The learner can:

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:

- growth hormone
- thyroid hormones
- corticosteroids
- catecholamines
- insulin
- glucagon

The learner will:

## 6. Understand energy systems and their relation to exercise

The learner can:

6.1 Identify the contribution of energy according to:

- duration of exercise/activity being performed
- type of exercise/activity being performed
- intensity of exercise/activity being performed

6.2 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

Assessment  
specification

Externally set multiple-choice theory paper

# Programming personal training with clients (F/600/9052)

## Unit aim

This unit covers the knowledge and skills a learner needs to design, manage and adapt a personal training programme with apparently healthy adults, to enable the learner to create personal training programmes for individuals and small groups (a group PT session involves individualised pre-written programmes for each participant which are planned in such a way that they can be delivered at the same time). This unit does not cover specialist sessions for young people, older adults, antenatal and postnatal women, and disabled clients. Specialist units are available for these types of sessions.

## Unit content

The learner will:

### 1. Understand how to prepare personal training programmes

The learner can:

1.1 Describe the range of resources required to deliver a personal training programme, including:

- 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

The learner will:

### 2. Understand the importance of long-term behaviour change for personal training

The learner can:

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



The learner will:

### 3. Understand the principles of collecting information to plan a personal training programme

The learner can:

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:

- personal goals
- lifestyle
- medical history
- physical activity history
- physical activity likes and dislikes
- motivation and barriers to participation
- current fitness level
- stage of readiness
- posture and alignment
- functional ability

3.4 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

The learner will:

### 4. Understand how to screen clients prior to a personal training programme

The learner can:

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

The learner will:

## 5. Understand how to identify personal training goals with clients

The learner can:

5.1 Explain how to identify clients' short, medium and long term goals to include:

- general health and fitness
- physiological
- psychological
- lifestyle
- social
- functional ability

5.2 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

The learner will:

## 6. Understand how to plan a personal training programme with clients

The learner can:

6.1 Identify credible sources of guidelines on programme design and safe exercise

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:

- 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

The learner will:

## 7. Understand how to adapt a personal training programme with clients

The learner can:

7.1 Explain how the principles of training can be used to adapt the programme where:

- goals are not being achieved
- new goals have been identified

7.2 Describe the different training systems and their use in providing variety and ensuring programmes remain effective

7.3 Explain why it is important to keep accurate records of changes and the reasons for the changes

The learner will:

## 8. Be able to collect information about clients

The learner can:

8.1 Establish a rapport with clients

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

The learner will:

## 9. Be able to agree goals with clients

The learner can:

9.1 Work with clients to agree short-, medium- and long-term goals appropriate to their needs

9.2 Ensure the goals are:

- specific, measurable, achievable, realistic and time bound
- consistent with industry good practice

9.3 Agree with clients their needs and readiness to participate

The learner will:

## 10. Be able to plan a personal training programme with clients

The learner can:

10.1 Plan specific outcome measures, stages of achievement and exercises/physical activities that are:

- appropriate to clients' goals and levels 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

The learner will:

## 11. Be able to manage a personal training programme

The learner can:

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

The learner will:

## 12. Be able to review progress with clients

The learner can:

12.1 Explain the purpose of review to 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 outcomes

The learner will:

### 13. Be able to adapt a personal training programme with clients

The learner can:

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

Assessment  
specification

Supplied worksheet, which can be completed either as part of course or summative assessment and client interview/case study, written personal training programme and four programme cards

# Delivering personal training sessions (J/600/9053)

## Unit aim

This unit covers the skills and knowledge a learner needs to deliver exercise and physical activity as part of a personal training programme for apparently healthy adults. It will enable the learner to deliver personal training programmes for individuals and small groups (a group PT session involves individualised pre-written programmes for each participant which are planned in such a way that they can be delivered at the same time). This unit, however, does not cover specialist whole sessions for young people, older adults, antenatal and postnatal women, and disabled clients. Specialist units are available for these types of sessions.

## Unit content

The learner will:

### 1. Understand how to instruct exercise during personal training sessions

The learner can:

- 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

The learner will:

### 2. Understand how to adapt exercise to meet client needs during personal training sessions

The learner can:

- 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 exercises/exercise positions as appropriate to individual clients and conditions
- 2.5 Explain how to modify the intensity of exercise according to the needs and responses of the client

The learner will:

### 3. Understand how to review personal training sessions with clients

The learner can:

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 feedback to clients 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

The learner will:

### 4. Be able to plan and prepare personal training sessions

The learner can:

4.1 Plan a range of exercises/physical activities to help clients achieve their objectives and goals, covering:

- cardiovascular fitness
- muscular fitness
- flexibility
- motor skills
- core stability

4.2 Identify, obtain and prepare the resources needed for planned exercises/physical activities, improvising safely where necessary

The learner will:

### 5. Be able to prepare clients for personal training sessions

The learner can:

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:

- meet their goals and preferences
- enable them to maintain progress

5.8 Record changes to clients' plans

The learner will:

## 6. Be able to instruct and adapt planned exercises

The learner can:

6.1 Use motivational styles that are:

- appropriate to the clients
- 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



The learner will:

## 7. Be able to bring exercise sessions to an end

The learner can:

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

The learner will:

## 8. Be able to reflect on providing personal training sessions

The learner can:

8.1 Review the outcomes of working with clients including their feedback

8.2 Identify:

- how well the sessions met clients' goals
- how effective and motivational the relationships with the clients were
- 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

Assessment  
specification

Supplied worksheet, which can be completed either as part of course or summative assessment, plus observed instruction of a personal training session and written self-evaluation of performance.

# Applying the principles of nutrition to a physical activity programme (L/600/9054)

## Unit aim

This unit covers the application of the principles of nutrition to support client goals as part of an exercise and physical activity programme.

## Unit content

The learner will:

### 1. Understand the principles of nutrition

The learner can:

1.1 Describe the structure and function of the digestive system

1.2 Explain the meaning of key nutritional terms including:

- diet
- healthy eating
- nutrition
- balanced diet

1.3 Describe the function and metabolism of:

- 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:

- UK dietary reference values (DRV)
- recommended daily allowance (RDA)
- recommended daily intake (RDI)
- glycaemic 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:

- links to disease / disease risk factors
- cholesterol
- types of fat in the diet

The learner will:

## 2. Understand key guidelines in relation to nutrition

The learner can:

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

The learner will:

## 3. Understand nationally recommended practices in relation to providing nutritional advice

The learner can:

3.1 Explain professional role boundaries with regards 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

The learner will:

## 4. Understand the relationship between nutrition and physical activity

The learner can:

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 estimate 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

The learner will:

## 5. Understand how to collect information relating to nutrition

The learner can:

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

The learner will:

## 6. Understand how to use nutritional information

The learner can:

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

The learner will:

## 7. Understand the principles of nutritional goal setting with clients

The learner can:

7.1 Explain how to apply the principles of goal setting when offering nutritional advice

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 from 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

The learner will:

## 8. Be able to collect and analyse nutritional information

The learner can:

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

The learner will:

## 9. Be able to apply the principles of nutrition to a physical activity programme

The learner can:

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

Assessment  
specification

Supplied written knowledge questions and case study which can be completed either as part of course or summative assessment.





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