



Qualification
Guidance

Active IQ Level 3 Diploma in Personal Training

Qualification
Accreditation Number:
610/5189/5
Version AIQ006804

Active iQ

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Active IQ Level 3 Diploma in Personal Training

Qualification accreditation number: 610/5189/5

Introduction

The Active IQ Level 3 Diploma in Personal Training is at level 3 on the Regulated Qualifications Framework (RQF).

Guided learning hours:	76	Total qualification time:	430
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Entry requirements:

- A suitable Level 2 qualification in Gym Instructing or Fitness Instructing.
- 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) involved and learners should have basic skills in communication pitched at level 2.

Qualification outline

Target learners:

- Learners aged 16+.
- Gym instructors wishing to pursue a career in the health and fitness sector as personal trainers.
- Individuals, who already hold a gym instructor qualification, wishing to become self-employed running their own personal training business.

Purpose

This qualification aims to develop a learner's further knowledge and skills in gym instruction, to pursue a career in personal training. The role of a personal trainer is to coach clients (on a one-to-one or small group basis) towards their health and fitness goals. Personal training plays an important role in improving the health of the nation, creating opportunities to get more people, more active, more often.

This qualification has been designed in partnership with employers and covers the knowledge and skills identified in the industry as essential for the personal trainer role, covering the design of exercise programmes and instruction, nutritional advice and overall lifestyle management. The qualification also provides the learner with a comprehensive understanding of business, finances, sales and marketing to enable the personal trainer to build and retain a stable client base.

Learners who achieve this qualification will:

Understand:

- The structure and function of the body systems and how they relate to health, fitness and physical activity.
- How to access credible and reputable information about nutrition, low-risk medical conditions, exercise and health.
- The nutritional requirements to maintain health and how nutrients are used to fuel and recover from exercise.
- The risks of poor nutrition and nutritional considerations for specific client groups.
- Factors that affect a client's health and wellbeing and the role of the personal trainer in health promotion.
- Commonly occurring medical conditions and how to risk stratify clients with medical conditions.
- The importance of communication skills and the techniques used to effectively engage clients.
- The techniques used to support clients making lifestyle behaviour changes.
- How technological advancements can help clients increase their activity levels and stay motivated and focused.
- How to monitor and interpret client and business data from a range of current information technology (IT) applications.
- The principles of safe and effective personal training programme design.
- How to safely and effectively integrate the use of alternative and online environments into personal training sessions.
- The legal and professional requirements for a personal trainer.
- Marketing techniques and tactics.
- How information technology (IT) applications are used to support effective business planning and delivery.

Have demonstrated:

- How to collect and interpret health screening and fitness assessment data.
- How to analyse clients' dietary habits and identify areas for improvement.
- How to create a positive environment that motivates and empowers clients, to meet their desired goals.
- How to establish rapport and engage clients in conversation about their health and fitness, assessing a clients' readiness to change behaviour.
- How to facilitate goal setting and action planning.
- How to use information technology (IT) applications in line with legislation and professional standards
- How to evaluate and adapt own communication styles.
- How to design and instruct safe and effective personal training programmes and session plans.
- How to review client progress and satisfaction.
- How to plan and strategise developing a successful personal training business.
- How to plan and strategise market research to run campaigns and develop additional products or services.

Progression

This qualification provides progression on to:

- Active IQ Level 3 Diploma in Sports Massage Therapy.
- Active IQ Level 3 Award in Adapting Physical Activity for Antenatal and Postnatal Clients.
- Active IQ Level 3 Award in Optimising Training for the Ageing Client.
- Apprenticeship in Personal Training.

Links to National Standards

The qualification is underpinned by the overarching professional standards for:

- The Personal Trainer Apprenticeship Trailblazer standard ST0302.
- The Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) Learning and Development Requirements (LDR).

Occupational competence statements for tutoring, assessing and internally verifying

This section outlines the requirements for tutoring, assessing and internally verifying Active IQ qualifications.

Required criteria

All tutors, assessors and internal verifiers must:

- Possess a discipline-specific qualification equivalent to the qualification being taught.
- Have the relevant industry experience.
- Demonstrate active involvement in a process of industry-relevant continuing professional development during the last two years (this may be discipline/context-specific or relevant to tutoring assessing or quality assurance).

Tutors and assessors

Tutors must hold, or be working towards, a teaching qualification

The following are acceptable:

- Level 3 Award in Education and Training.
- Level 4 Certificate in Education and Training.
- Level 5 Diploma in Education and Training.
- Certificate in Education.

Assessors

Assessors must hold, or be working towards, any of the following:

- Level 3 Award in Understanding the Principles and Practices of Assessment.
- Level 3 Award in Assessing Vocationally Related Achievement.
- Level 3 Award in Assessing Competence in the Work Environment.
- Level 3 Certificate in Assessing Vocational Achievement.
- A1 (previously D32, D33).

Internal verifiers

Internal verifiers must hold, or be working towards, any of the following:

- Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice.
- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice.
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice.
- V1 (previously D34).

All new assessors and quality assurance staff must be given a clear action plan for achieving the appropriate qualification(s) which should be countersigned by an appropriately qualified individual until the qualification(s) are achieved.

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Qualification structure

Learners must complete the six mandatory units.

Unit		Unit accreditation number	Level	GLH	TQT
1	Applied anatomy and physiology for exercise and fitness	M/651/4025	3	16	90
2	Principles of nutrition for exercise and health	R/651/4026	3	12	60
3	Understanding lifestyle, wellbeing and common medical conditions	T/651/4027	3	8	60
4	Encouraging positive health and fitness behaviours	Y/651/4028	3	12	60
5	Programme design and delivery for personal training	A/651/4029	3	20	100
6	Professionalism and business acumen for personal trainers	H/651/4030	3	8	60

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
1. Know the structure and function of the skeletal system in relation to health and fitness	1.1 Classify types of bones and relate their structure to function 1.2 Describe the main bones and their implications for vital functions and movements 1.3 Identify the anatomical planes of motion for different joint actions and exercises 1.4 Identify the joint actions and typical ranges of movement of the major joints of the body 1.5 Describe the role of osteoblasts and osteoclasts and their mechanical and hormonal contribution to bone density 1.6 Describe the benefits and risks of weight-bearing exercise for the bones and joints 1.7 Describe the long- and short-term effects of exercise on bone, to include osteoporosis 1.8 Describe the structure and function of the vertebral column, including the role of the spinal curves 1.9 Describe the relationship between the structure and function of the skeleton 1.10 Recognise changes to the skeletal system as clients age	Types of bone: • Long • Short • Flat • Irregular • Sesamoid Planes of motion: • Frontal plane • Sagittal plane • Transverse plane

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
2. Understand functional kinesiology and biomechanics relevant to personal training	2.1 Explain the importance of maintaining the correct degree of spinal curvature in relation to weight-bearing and biomechanical efficiency 2.2 Describe and give examples of the biomechanical principles of movement 2.3 Explain common postural patterns , their associated muscle imbalances and the problems these can cause 2.4 Explain the biomechanical implications of different centres of gravity in relation to posture and patterns of adiposity 2.5 Describe open and closed chain kinetic movements, including examples, their advantages and disadvantages	Biomechanical principles of movement: • Centre of gravity • Stability • Momentum • Inertia • Alignment • Torque • Base of support • Balance Postural patterns: • Kyphosis • Lordosis • Scoliosis

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
3. Know the structure and function of the myofascial system in relation to health and fitness	3.1 Describe the three types of muscle in the human body including their key characteristics 3.2 Describe the structure and function of skeletal muscle and connective tissue 3.3 Describe the stages of the sliding filament theory 3.4 Describe the different types of muscular contractions 3.5 Describe the structural features and characteristics of fibre types 3.6 Describe the effects of exercise intensity and duration on muscle fibre recruitment and adaptation by the different muscle fibre types 3.7 Name the locations of the attachment sites for the major muscles of the body 3.8 Explain the isolated muscle actions responsible for producing specific body movements 3.9 Explain the roles of muscles in integrated movements of the body compared to their isolated muscle actions 3.10 Identify causative factors, symptoms and recovery strategies for delayed onset muscle soreness (DOMS) 3.11 Describe the structure and functions of the different types of connective tissue 3.12 Describe the short- and long-term effects of exercise on muscles 3.13 Recognise changes to the myofascial system as clients age	Type of muscle: • Skeletal • Smooth • Cardiac Muscular contractions: • Concentric • Eccentric • Isometric • Isokinetic Types of connective tissue: • Tendons • Ligaments • Cartilage

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
4. Know the structure and function of the cardiovascular system in relation to health and fitness	4.1 Describe the structures of the heart and their functions 4.2 List the order in which blood flows through the cardiovascular system 4.3 Define the terms related to the cardiovascular system 4.4 Define the cardiac cycle and the terms stroke volume and cardiac output 4.5 Describe the immediate blood pressure response to exercise, to include the Valsalva manoeuvre 4.6 Describe the effects of different forms of exercise training on blood pressure over time 4.7 Identify the blood pressure classifications and associated health risks 4.8 Describe a range of healthy lifestyle choices and their positive effect on cardiorespiratory tissues 4.9 Describe the cardiovascular benefits and adaptations to different forms of exercise 4.10 Recognise changes to the cardiovascular system as clients age	Structures of the heart: • Chambers • Valves • Blood vessels Terms: • HR (heart rate) • Resting HR • HRmax • HR reference values for various populations • HR training zones Different forms of exercise: • Endurance training • Interval training • Resistance training • Relaxation training

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
5. Know the structure and function of the respiratory system in relation to health and fitness	5.1 Describe the structure and function of the respiratory system 5.2 Define the terms related to the respiratory system 5.3 Explain the relationship between the cardiovascular and respiratory systems and how regular physical activity impacts on this 5.4 Describe the passage of inhaled air from the atmosphere to the cellular level and exhaled air back through the lungs to the atmosphere 5.5 Explain the short- and long-term effects of exercise on the respiratory system 5.6 Recognise changes to the respiratory system as clients age	Terms: • Ventilatory pump • Pulmonary ventilation (VE) • Ventilatory rate • Ventilatory threshold • Maximal oxygen consumption (VO2max)
6. Understand the role of the energy systems in relation to physical activity, exercise and training	6.1 Describe the energy substrates and by-products of each energy system 6.2 Explain the processes by which adenosine triphosphate (ATP) is re-synthesised in each energy system 6.3 Explain the relative contribution of each energy system to total energy expended in activities with different characteristics 6.4 Describe how to use acute variables during training to recruit the different energy systems 6.5 Define the terms aerobic and anaerobic threshold 6.6 Describe the effects of interval training and EPOC (excess post-exercise oxygen consumption) on metabolism 6.7 Describe how the body burns fat through a range of intensities 6.8 Explain the relationship between METs (metabolic equivalent) and kilocalories	Energy systems: • Phosphocreatine system • Lactate system • Aerobic system Different characteristics: • Intensity • Duration • Type

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
7. Know the structure and function of the nervous system in relation to health and fitness	7.1 Describe the main functions and roles of the nervous system 7.2 Describe the components and roles of the nervous system 7.3 Describe the structure and function of a neuron 7.4 Describe the structure and function of a motor unit 7.5 State the 'all or nothing' law of muscle contraction and the size principle of motor unit recruitment 7.6 Explain the stages in the process of the stretch reflex and inverse stretch reflex 7.7 Describe the structure and function of muscle spindles 7.8 Describe the structure and function of golgi tendon organs 7.9 Explain the definition and function of autogenic inhibition 7.10 Explain the definition and function of reciprocal inhibition 7.11 Explain the neuromuscular adaptations associated with different types of exercise and the benefits of these for performance 7.12 Recognise changes to the nervous system as clients age	Component and roles of the nervous system: • Central nervous system • Peripheral nervous system • Somatic branch of the peripheral nervous system • Autonomic branch of the peripheral nervous system • Neurotransmitters and receptors

Learning outcomes The learner will:	Assessment criteria The learner can:	Indicative content This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.
8. Know the structure and function of the endocrine system in relation to health and fitness	8.1 Describe the role of the endocrine system 8.2 Recognise the location, structure and functions of the endocrine glands of the body 8.3 Describe the main functions of hormones in the body 8.4 Explain the lifestyle factors that affect endocrine health 8.5 Describe hormonal responses to exercise and their catabolic and anabolic effects 8.6 Explain the relationship between exercise intensity and hormonal reactions	Endocrine glands: • Hypothalamus • Pituitary • Thyroid • Pancreas • Adrenal • Ovaries • Testes Hormones: • Growth hormone • Thyroid hormones • Corticosteroids • Catecholamines • Insulin • Glucagon
9. Know how the immune system relates to exercise	9.1 Describe the potential long-term effects of exercise programmes on the immune system 9.2 Describe the open window theory for pathogen entrance after excessive exercise	
10. Understand the components of fitness	10.1 Describe the three somatotypes including the implications of each body type for exercise capacity and the ability to alter body shape 10.2 Describe the anatomical and hormonal differences between males and females and their influence on safe, effective and appropriate physical activity	Somatotypes: • Endomorphic • Ectomorphic • Mesomorphic
Assessment	E-assessment	

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
1. Understand how to access credible information about nutrition for exercise and health	1.1 Interpret evidence-based nutritional guidelines from credible sources 1.2 Distinguish between credible evidence-based information and unscientific claims made in the media	Credible sources: - National food guides - Professional dietetic bodies - Independent scientific bodies
2. Know the nutrients required to maintain health	2.1 Describe the macronutrients and their functions 2.2 Evaluate good dietary sources of each macronutrient 2.3 Recognise the transport, storage and metabolised forms of each macronutrient 2.4 Explain the balance between saturated and unsaturated fatty acid and its effects on health 2.5 Explain the importance of the appropriate intake of essential fatty acids (Omega 3 and 6) and their effects on health 2.6 Explain the role and the desirable levels of fat/lipid markers in the body 2.7 Explain the glycaemic index rating system for foods containing carbohydrates and its importance for human health 2.8 Identify key micronutrients and their functions 2.9 Identify good dietary sources of key micronutrients 2.10 Evaluate the importance of phytonutrients to human health 2.11 Describe the functions of water in the body	Macronutrients: - Carbohydrates - Protein - Fat Fat/lipid markers: - Total cholesterol - High density lipoproteins (HDL) - Low density lipoproteins (LDL) - Total cholesterol/HDL ratio Micronutrients: - Vitamins - Minerals

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
3. Know how nutrients from food are used to fuel and recover from physical activity	3.1 Evaluate the functions of macronutrients, micronutrients and water in relation to exercise performance and recovery 3.2 Recognise how training may affect an individual's nutritional requirements 3.3 Describe the nutrients used for generating energy 3.4 Analyse the relative contribution of each nutrient to total energy expenditure in activity of different intensities 3.5 Evaluate the role of each macronutrient in post-exercise recovery and relate this to post-exercise dietary guidelines 3.6 Describe current hydration and electrolyte consumption guidelines for physical activity	
4. Know how to estimate daily energy and nutrient requirements for clients with different goals	4.1 Define terms related to weight management 4.2 Describe methods to estimate calorie requirements 4.3 Describe safe and effective guidelines for the rate of fat loss achievable through diet modification and exercise 4.4 Critically compare guidelines for the rate of muscle gain achievable through diet modification and exercise to analyse safety and effectiveness 4.5 Describe energy needs for different activities/sports/fitness plans 4.6 Describe a range of legally available ergogenic aids	Terms related to weight management: • Calorie • Energy balance • Negative energy balance • Positive energy balance • Basal metabolic rate (BMR) • Thermic effect of food (TEF) • Thermic effect of physical activity (TEPA) • Non-exercise activity thermogenesis (NEAT) Ergogenic aids: • Sports drinks • Protein shakes • Caffeine

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
5. Know the risks of poor nutritional and lifestyle practices	5.1 Describe the signs, symptoms and risks of dehydration 5.2 Analyse the risks of diets that severely restrict energy intake 5.3 Analyse the risks of diets that contain high intakes of processed food products and few real foods 5.4 Evaluate the role of alcohol as a non-nutrient dietary source of energy 5.5 Evaluate the effects of caffeine on the body	
6. Know the nutritional considerations for specific client groups	6.1 Explain the relevant nutritional guidelines for specified medical conditions 6.2 Recognise the professional boundaries for a personal trainer with regard to providing nutritional information and advice 6.3 Recognise when to refer or signpost a client to a professional qualified to deal with specific nutritional and dietary requirements	Medical conditions: • Hypertension • Obesity • Cardiac pulmonary disease • Diabetes

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
7. Be able to analyse clients' dietary habits and identify areas for improvement	7.1 Use appropriate methods to collect nutritional information from clients with different goals 7.2 Use appropriate methods to analyse a client's nutritional information 7.3 Analyse a client's collected nutritional data to identify areas of improvement in line with current nutritional guidelines 7.4 Analyse a client's collected data to identify areas of improvement in line with their nutritional goals 7.5 Identify any potential barriers to change that a client may face 7.6 Suggest ways that a client can overcome their barriers 7.7 Identify how training will affect a client's nutritional requirements, including any recommendations related to a client's fitness goals 7.8 Identify reputable sources of information for providing nutritional guidance	Different goals: • Fat loss • Muscle gain • Preparing for an endurance event • Preparing for a strength and power event Clients' nutritional information: • Eating/drinking behaviours that are detrimental to health • Positive eating behaviours a client should continue • Hydration levels • Alcohol consumption • Processed food levels • Fruit and vegetable intake • Macronutrient levels
Assessment	E-assessment Assignment Case study: Client programme	

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
1. Understand the role of the Personal Trainer in health promotion	1.1 Describe the concepts of physical activity, exercise and sport 1.2 Describe the benefits of physical activity and the significance of these benefits in reducing disease risks 1.3 Describe the current guidelines for health promotion, physical activity and wellness 1.4 Describe the current guidelines for structured exercise and physical fitness 1.5 Explain the exercise continuum for different levels of physical activity, including the relative benefits of each level 1.6 Identify the agencies involved in promoting physical activity for health in the UK 1.7 Describe the variables involved in the promotion of a healthy lifestyle	Benefits: • Cardiovascular fitness • Muscular strength • Endurance • Flexibility-related Variables involved: • Nutrition • Sleep • Other opportunities for physical activity in everyday-life stress management • Avoidance of smoking • Excess sitting • Excess alcohol and drugs

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
2. Understand how to risk-stratify and when to refer clients with common medical conditions	2.1 Recognise risk stratification models used to assess risk 2.2 Describe how different conditions and pathophysiology are risk stratified, including contraindications for exercise 2.3 Recognise when clients need to be signposted to other professionals 2.4 Identify the reasons a client should be signposted to a medical or healthcare professional 2.5 Explain how signposting a client to other services can support lifestyle behaviour change 2.6 Recognise the professional boundaries for a personal trainer with regard to providing nutritional information and advice 2.7 Recognise when to refer or signpost a client to a professional qualified to deal with specific nutritional and dietary requirements	Risk stratification models: • The risk stratification pyramid • Irwin and Morgan risk stratification tool • Logic model • ACSM cardiovascular disease risk stratification model
3. Understand how lifestyle factors affect a client's health and wellbeing	3.1 Explain the components of health and wellbeing 3.2 Describe the factors that determine the success of a client when attempting to make a lifestyle behaviour change	Components of health and wellbeing: • Biological • Behavioural • Psychological • Social

Learning outcomes The learner will:	Assessment criteria The learner can:	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
4. Understand commonly occurring medical conditions and how they may impact a client's lifestyle	4.1 Identify the causes of specified medical conditions 4.2 Identify the progression of specified medical conditions 4.3 Identify the risk factors of specified medical conditions 4.4 Describe the clinical signs and symptoms of specified medical conditions 4.5 Describe the risks and benefits of exercise for specific medical conditions 4.6 Describe how specified medical conditions may impact a client's lifestyle 4.7 Describe considerations for exercise when dealing with comorbidities	Specified medical conditions: • Hypertension • Obesity • Cardiorespiratory disease • Diabetes Risks and benefits of exercise for specific medical conditions: • Exercise guidelines, restrictions and contraindications • Nutritional guidelines Clients' lifestyle: • Dietary modifications • Exercise contraindications • Ability to partake in physical activity
5. Be able to access reputable information and apply to ageing clients with low-risk medical conditions	5.1 Identify and justify reputable and applicable sources of information used to inform the programme design for ageing clients with low-risk medical conditions 5.2 Design and justify an appropriate warm-up component for an ageing client with low-risk medical conditions 5.3 Design and justify an appropriate main component for an ageing client with low-risk medical conditions 5.4 Design and justify an appropriate cool-down component for an ageing client with low-risk medical conditions 5.5 Identify and justify appropriate active daily living (ADL) advice for an ageing client with low-risk medical conditions	Low-risk medical conditions: • Hypertension • Obesity • Cardiorespiratory disease • Diabetes
Assessment	E-assessment Assignment	

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
1. Understand the importance of communication skills to effectively communicate and engage with clients	1.1 Describe the concept of client touch points within an organisation 1.2 Explain the importance of positive client experiences at every touch point 1.3 Outline the importance of effective communication skills for a personal trainer 1.4 Explain how to create a positive impression of self 1.5 Explain how you can get to know different clients 1.6 Describe ways to build rapport with different clients 1.7 Describe methods of initiating conversation with a client 1.8 Explain how a personal trainer's communication skills can influence the quality of information offered by a client 1.9 Explain how a personal trainer's communication skills can influence a client's programme success 1.10 Explain how a personal trainer's communication style can influence a client's motivation and commitment to making lifestyle changes 1.11 Explain how non-verbal communication influences consultation and programme outcomes 1.12 Describe the types of action that clients will see as adding value to their experience 1.13 Describe the behaviours that will make a client feel special	

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
2. Understand techniques used to effectively communicate and engage with clients	2.1 Describe the effective communication skills that can enhance a relationship between the personal trainer and their client 2.2 Explain the difference between open and closed questions 2.3 Describe the process of active listening 2.4 Describe how to use affirming statements 2.5 Describe how to use reflective statements effectively 2.6 Describe types of non-verbal communication 2.7 Explain how to adapt communication for a range of participant needs and types	

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
3. Understand techniques used to support clients making lifestyle behaviour changes	3.1 Describe the stages of behavioural change 3.2 Identify techniques that can be used to determine a client's level of readiness to make a lifestyle change 3.3 Describe how techniques can be used to determine a client's level of readiness to make a lifestyle change 3.4 Explain different underlying motives for exercise and the concepts of internal and external motivation 3.5 Explain how processes can be used to support clients when making lifestyle behaviour changes 3.6 Explain how social support will influence the success of a client when attempting to make a lifestyle behaviour change 3.7 Explain how providing client education can support lifestyle behaviour change 3.8 Explain how signposting a client to other services can support lifestyle behaviour change 3.9 Identify techniques and models that can be used to help a client change their lifestyle behaviour 3.10 Describe techniques and models that can be used to help a client change their lifestyle behaviour	Processes: • Goal setting • Monitoring • Reviewing • Evaluating Techniques and models: • Transtheoretical model of behaviour change • COM-B model • The health belief model • Self-determination theory • Motivational interviewing
4. Understand how to create a positive environment that motivates and empowers clients to meet their desired goals	4.1 Explain how to create a positive environment that motivates and empowers clients to achieve their desired goals 4.2 Explain how the environment can have an effect on adherence to a behaviour change programme 4.3 Describe the environmental factors that can have a positive effect on adherence and achievement of goals	

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
5. Know how to collect and interpret health screening and fitness assessment data	5.1 Identify a range of health screening measurements that can be conducted to inform programme design 5.2 Describe established protocols for health screening measurements 5.3 Interpret outcomes of health screening measurements and risk-stratify clients 5.4 Identify a range of fitness assessments that can be performed to evaluate client ability	Fitness assessments: • Cardiovascular assessments • Muscular strength and endurance assessments • Posture and flexibility assessments • Motor skill assessments
6. Be able to health screen clients	6.1 Use suitable tools (PARQ /risk stratification) to accurately determine if client is within scope of practice 6.2 Explain the outcome of health screening to the client and signposted the client to a medical or health-care professional if necessary	
7. Be able to carry out and analyse a range of applicable fitness assessments	7.1 Implement a fair and accurate process of informed consent prior to assessments and adequately explained the requirements and demands of the planned assessments 7.2 Follow the established protocols to safely, effectively and accurately carry out recognised health-based assessments 7.3 Follow the established protocols to safely, effectively and accurately carry out recognised fitness assessments 7.4 Explain health and fitness assessment findings to the client, allowing time for questions and providing full, accurate answers in a way that meets the needs of the client 7.5 Record and store all information and results appropriately with confidentiality and data requirements met	Fitness assessments: • Cardiovascular assessments • Muscular strength and endurance assessments • Posture and flexibility assessments • Motor skills assessments

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
8. Be able to gather client information, set goals and action plan throughout the consultation	8.1 Determine a client's level of readiness to change 8.2 Help the client to identify personal barriers in achieving their goals 8.3 Use techniques to help the client identify possible ways to overcome barriers and maximise motivators 8.4 Help the client to identify at least one specific lifestyle behaviour that they can change to achieve their health and fitness aspirations and explain how this/these change/s will support them 8.5 Design basic SMART (specific, measurable, achievable, realistic/relevant and time-bound) goals that address client requirements 8.6 Signpost clients to relevant products or services that may increase their capability or opportunity to achieve their SMART goals 8.7 Provide credible information to assist the client in understanding and achieving health and fitness goals	Client requirements: • Needs • Current abilities • Wants • Motivators

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
9. Be able to effectively communicate with client throughout the consultation	9.1 Politely introduce themselves to the client and initiate conversation to create a positive impression 9.2 Utilise effective communication techniques to build a rapport and motivate the client, including active listening 9.3 Use open questions to encourage the client to respond with detailed answers 9.4 Use follow-up questions to encourage the client to elaborate on a response 9.5 Use reflective statements effectively 9.6 Implement a process of informed consent at appropriate points in the consultation, encouraging the client to ask questions 9.7 Demonstrate empathy when discussing lifestyle behaviours with the client 9.8 Record the key information collected from verbal discussions accurately without detracting noticeably from the conversation	
10. Be able to conclude the consultation	10.1 Explain the benefits of reviewing progress against SMART goals at regular intervals 10.2 Schedule a programme review date with the client for an appropriate date in the future 10.3 Explain the anticipated progress that can be expected for key measurements at the review 10.4 Check that the client is satisfied with the action plan that has been agreed 10.5 Agree a communication strategy to provide support between face-to-face personal training sessions	

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
11. Be able to research, evaluate and recommend data-driven technology for clients	11.1 Research and evaluate current data-driven technological developments in health, fitness and exercise, to include the advantages and disadvantages to a client and a personal trainer 11.2 Describe how to maintain legal, ethical and professional standards when working with the chosen technology 11.3 Describe how to maintain privacy of client data when working with chosen technology 11.4 Choose a data driven technological development in health, fitness and exercise to recommend to a client 11.5 Explain how the technology will benefit the client and help them achieve their goals 11.6 Explain how the data from the technology will be used to enhance a client's programme	Technological developments: • Pedometers • Heart rate monitors • Mobile phone applications • Wearable technologies
12. Be able to implement, analyse and review the use of data driven technology for clients	12.1 Collate and provide evidence of implementation and data collection taking care not to infringe data laws/requirements 12.2 Describe what conclusions to draw from the data 12.3 Explain how this could inform a clients' future performance or goals 12.4 Evaluate if the output from the technological aid helped in meeting a client's goals 12.5 Evaluate whether you would use the same method and technological aid again	Evidence: • Screenshots • Data downloads • Written statements • Photos
Assessment	E-assessment Assignment Observation with questions	

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
1. Understand the principles of safe and effective personal training programme design	1.1 Describe the current evidence-based frequency, intensity, time and type (FITT) guidelines for safe exercise programme design for healthy adults 1.2 Describe the methods of monitoring exercise intensity, including the benefits and limitations of each method 1.3 Describe the principles of training 1.4 Describe guidelines for programme design to minimise injury risk and optimise recovery between training sessions and enable physiological adaptation to occur 1.5 Describe a range of training methods/techniques that can be used to meet the needs of clients with a range of goals and ability levels 1.6 Explain how an exercise technique can be regressed, progressed or modified using a range of variables to ensure that it meets a client's needs and goals 1.7 Explain how to select exercises, training protocols, equipment and environments that meet a client's goals, ability level and preferences 1.8 Identify ways to observe and refine a client's technique and postural alignment to maximise movement efficiency and performance	Methods of monitoring exercise intensity: • The Talk Test • Rate of perceived exertion (6 to 20 or 0 to 10) • Heart rate monitoring (age- related and heart rate reserve) Principles of training: • Specificity • Progressive overload • Reversibility • Adaptability • Individuality • Recovery time Training methods/techniques: • Muscular endurance techniques • Hypertrophy/strength techniques • Cardiovascular techniques • Functional techniques • Flexibility techniques

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
2. Understanding adaptations that occur as a consequence of training	2.1 Explain the importance of providing a proper dose response relationship according to the level of the individual 2.2 Describe the advantages and disadvantages of exercising at various intensities for clients of different abilities 2.3 Describe the signs and symptoms of excessive effort that would indicate the need for a change of intensity 2.4 Describe the continuum between muscular strength and muscular endurance and neuromuscular efficiency 2.5 Explain how muscular strength is influenced by the use of high resistance and low repetitions so that motor unit recruitment is maximised and contractile limits are reached 2.6 Explain how muscular endurance is enhanced by lower resistance loads and higher repetitions resulting in the build up of lactic acid and inducing inhibition of further muscle contraction 2.7 Explain how increased endurance capacity in muscles is developed between exercise sessions, leading to increased oxidative ability within muscles 2.8 Describe the repetition ranges for different types of resistance training 2.9 Describe the range of heart rate training zone models for developing aerobic and anaerobic capacity 2.10 Describe the effects of health-related physical activities	Clients of different abilities: • Sedentary (untrained) • Experienced (trained) • High Performers (well trained) Increased endurance capacity variables: • Increased numbers of mitochondria • Oxidative enzymes • Capillaries leading to increased oxidative ability within muscles Different types of resistance training: • Strength • Power • Endurance • Muscle hypertrophy Health-related physical activities: • Resistance training • Cardiorespiratory training • Range of motion training Methods of range of motion (flexibility) training: • Static • Ballistic • Dynamic • Proprioceptive neuromuscular techniques

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
	2.11 Describe the various methods of range of motion (flexibility) training and the advantages and disadvantages of each to facilitate increased range of motion 2.12 Explain the role of the muscle spindle cells and the Golgi tendon organs in these mechanisms 2.13 Describe the recognised guidelines for developing the different components of fitness, emphasising the distinction between activity for health and exercise for health and fitness, from evidence-based information	
3. Understand the principles of periodisation and how they can be used effectively to meet client goals and needs	3.1 Describe the principles and reasons for periodised programme design 3.2 Describe a range of periodised programme designs 3.3 Explain how to apply the principles of periodisation to programmes for a range of goals and client needs	Range of goals and client needs: • Health-related clients • General fitness clients • Fitness or sporting clients working towards an event • Hypertrophy or strength-related clients
4. Know how to safely and effectively integrate the use of alternative environments and online provision into personal training sessions	4.1 Describe the types of alternative environments that can be used for fitness training 4.2 Explain the benefits and disadvantages of alternative environments/methods 4.3 Identify the legal and regulatory requirements for health and safety specific to outdoor fitness training 4.4 Identify possible hazards and risks in outdoor fitness training environments 4.5 Describe how to manage identified risks in outdoor fitness training environments 4.6 Identify a range of exercise approaches suitable for outdoor fitness training	Types of alternative environments/methods: • Outdoor environment (face-to-face) • Outdoor environment (online) • Indoor environment (face-to-face) • Indoor environment (online)

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
5. Know the considerations for planning and delivering group personal training sessions	5.1 Describe a range of group personal training methods/session types 5.2 Explain the benefits and challenges of delivering group personal training sessions 5.3 Describe how to incorporate the use of a partner or group in personal training sessions 5.4 Explain how to apply safe session structure to group sessions 5.5 Describe health and safety based operational procedures that are key in planning and preparing group exercise sessions in an outdoor environment 5.6 Identify hazards and risk measures to minimise risk during outdoor group-based personal training sessions	
6. Be able to deliver a range of training techniques	6.1 Plan the techniques and assess the client's readiness to participate in the planned technique prior to this session 6.2 Choose appropriate workloads, recovery workloads and work-to-recovery timings for the client's goal(s), needs and abilities 6.3 Explain the technique protocol and key teaching points to the client correctly and in an appropriate manner 6.4 Follow the technique protocol accurately using suitable exercises and equipment 6.5 Respond appropriately to the client's feedback and own observations 6.6 Observe movement accurately and identify valid strategies to improve the client's exercise technique and movement quality using appropriate cues	Techniques: • Cardiovascular training techniques • Resistance training techniques • Flexibility techniques Cues: • Verbal • Visual • Kinesthetic Practical skills: • Demonstrations • Positive reinforcement • Correction • Feedback • Encouragement

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
	6.7 Monitor intensity accurately using suitable method(s) and modify exercise variables to achieve target workloads 6.8 Provide practical skills where necessary to maintain safe and effective client exercise technique 6.9 Provide safe spotting and support, where necessary, during the technique 6.10 Select an appropriate muscle group and stretch position for applying the technique 6.11 Observe the client and adapt their technique to ensure good body alignment and stretching of the target muscle group(s) 6.12 Request feedback from the client to ensure the stretch was sensed in the target area and was not causing discomfort or pain 6.13 Provide feedback to the client on their performance and recorded session data in an appropriate format	
7. Be able to interpret and analyse information to plan progressive/periodised programmes	7.1 Analyse previously collected health and fitness data and information 7.2 Perform calculations and risk-stratify the client correctly 7.3 Complete the client profile and summarise the previously collected client information in a way that helped inform programme design	

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
8. Be able to plan progressive/periodised programmes	8.1 Explain the periodised strategy 8.2 Explain how programme variables were selected to meet the client's needs and goals 8.3 Identify the client macocycle/long-term goal/s 8.4 Identify and split the macrocycle/long-term goals into mesocycles/phases of training using a periodised structure appropriate to the client's goals 8.5 Indicate where the 12-week case study fits in relation to the mesocycles/phases of training, ensuring it crosses at least 2 phases/mesocycles 8.6 Provide details for each weekly microcycle that demonstrates progression within the mesocycles and over the course of the 12-week planned programme 8.7 Apply the principles of periodised programme design 8.8 Plan appropriate exercise sessions for phases of the progressive/periodised programme 8.9 Design each session plan with adequate and appropriate warm-up and cool-down activities for minimising injury risk and aiding recovery	Periodised strategy: • How the strategy will progress the client towards goal achievement • How principles of periodisation have been applied Client: • Sedentary • Over-trained • A peak performer • Sports-specific performer Programme variables: • Exercises • Training protocols • Equipment • Environments Client's goals: • Health-related • General fitness • Fitness- or sporting-related working towards an event • Hypertrophy or strength-related Details: • Frequency • Intensity • Time • Type

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
		Principles: • Specificity • Progressive overload • Reversibility • Adaptability • Individuality • Recovery time
9. Be able to assess risk and apply adaptations and contingencies to progressive programmes	9.1 Plan an appropriate exercise session for the chosen alternative environment/method that maintains the goals and aims of the session 9.2 Design appropriate warm-up and cool-down activities in chosen alternative environment/method for minimising injury risk and aiding recovery 9.3 Identify possible hazards and risks for each of the categories 9.4 Identify health and safety requirements/ways to manage the identified risks for each of the categories	Types of alternative environments/methods : • Outdoor environment (face-to-face) • Outdoor environment (online) • Indoor environment (face-to-face) • Indoor environment (online) Categories: • Facility/environment • Equipment • Activities • Participants • Emergency procedures
10. Be able to prepare the client, the environment and self for personal training sessions	10.1 Assess the client's readiness to participate in the planned session 10.2 Explain the appropriate health and safety considerations to the client 10.3 Explain the physical and technical demands of the planned exercises and components 10.4 Gain client consent/agreement for the planned session	

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
11. Be able to deliver personal training sessions	11.1 Observe the client's movement accurately and provide effective guidance to improve exercise technique and postural alignment 11.2 Use appropriate cues to correct the client's exercise technique and improve movement quality 11.3 Coach the client to perform exercises with correct technique and postural alignment 11.4 Positively reinforce correct exercise technique to build client self-efficacy 11.5 Coach safe and effective lifting, passing and spotting techniques that are appropriate 11.6 Adapt exercise complexity and intensity in response to monitoring observations to ensure safety and effectiveness 11.7 Provide modifications for exercise techniques to enable the client to perform all movements safely and effectively 11.8 Monitor the client's performance, responses and feedback to exercise relative to the intensity 11.9 Adapt the planned session content in response to the client's progress and feedback, and recorded changes accurately 11.10 Keep accurate records of exercise performance during the session to enable progress to be tracked over time 11.11 Use appropriate strategies and techniques during the session to enhance the client's motivation and commitment 11.12 Monitor the exercise environment to ensure the client's safety and comfort	Cues: • Verbal • Visual • Kinesthetic

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
12. Be able to review a personal training session	12.1 Provide motivational feedback on the client's performance and progress towards goals at the end of the session 12.2 Request feedback from the client about their satisfaction with the session, programme and overall personal training service 12.3 Request feedback from the client about specific ways in which the delivery of the personal training session could be improved	
13. Be able to reassess and monitor client progress, then adapt a progressive programme accordingly	13.1 Review client feedback covering progress, successes and challenges 13.2 Provide information on the client's progress, successes and challenges from a personal trainer's perspective 13.3 Reassess assessment/measurement and record result 13.4 Analyse results of assessment/measurement reassessment 13.5 Review the client's goals documenting changes and reasoning 13.6 Provide information on changes or adaptations required for the progressive programme 13.7 Provide information on changes or adaptations to lifestyle and nutritional guidance	Assessment/measurement: • Health-based assessment/measurement • Cardiovascular assessment • Muscular strength/endurance assessment • Posture/motor skill or flexibility assessment

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
14. Be able to self-evaluate personal training performance throughout a progressive programme	14.1 Describe ways in which coaching and communication skills met the client's needs 14.2 Describe ways in which coaching and communication skills could be improved to meet the client's needs 14.3 Identify areas that could have been done differently to improve the client experience 14.4 Identify actions to improve personal practice as a result of completing this case study	
Assessment	E-assessment Observation and questioning Case study: Client programme	

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
1. Understand the legal and professional requirements for personal training	1.1 Identify the ethical requirements that are intrinsic to the Personal Trainer role as stated in the code of practice that applies to and is recognised in the UK 1.2 Describe the legal guidelines, scope of practice and professional responsibilities of a personal trainer 1.3 Explain the importance of professionalism for a personal trainer 1.4 Explain the standards expected of a personal trainer 1.5 Evaluate the consequences of employers, employees and self-employed persons not following the legal and professional requirements 1.6 Explain the implementation of the processes in active leisure 1.7 Describe the employee and independent contractor models	Processes in active leisure: • Labour law • Legal provisions on the protection of personal data • Tax law • Copyright law
2. Understand the requirements for a self-employed individual	2.1 Explain the requirements for the self-employed in the UK 2.2 Describe the insurance requirements for being a self-employed individual 2.3 Explain the demands of running a successful personal training business	Requirements for the self-employed: • Registration • Keeping business records • Completing applicable tax requirements/records • Paying applicable tax • Business expenses

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
3. Understand the legal and professional requirements for the management of personal information and records	3.1 Explain the legal requirements for the collection, usage, storage and disposal of personal information and records 3.2 Explain the importance of accurate and confidential record keeping 3.3 Explain the importance of maintaining standards when collecting, recording and using data from and on information technology (IT) applications 3.4 Evaluate the consequences of employers, employees and self-employed persons not following the legal and professional requirements	

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
4. Understand marketing techniques and tactics	4.1 Define the term 'marketing' 4.2 Explain the role of marketing a personal training business 4.3 Identify the factors that influence marketing decisions 4.4 Explain the components of a marketing mix 4.5 Evaluate the advantages and disadvantages of common marketing methods or techniques for a personal training business 4.6 Explain the purpose of a marketing plan/strategy for a personal training business 4.7 Evaluate different methods of market research 4.8 Explain how to conduct market research for a personal training business 4.9 Describe methods of analysing results/data from market research activities 4.10 Explain the importance of setting goals for marketing performance 4.11 Explain the importance of personal characteristics and interpersonal skills when marketing self and the personal training business 4.12 Identify ways to positively promote self and the personal training business using a range of resources 4.13 Describe the potential damage of a negative digital profile	

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
5. Understand how to close a sale	5.1 Explain the importance of building rapport and gaining commitment from prospective clients prior to closing a sale 5.2 Explain the importance of taking action to close a sale 5.3 Describe ways to gain commitment and close sales	
6. Understand how to set budgets and manage finances in a personal training business	6.1 Describe the purpose of an annual budget 6.2 Explain the purpose of income and expenditure budgeting 6.3 Give examples of typical business costs included in a budget 6.4 Explain the difference between direct and indirect costs 6.5 Describe the purpose of a balance sheet and profit and loss account 6.6 Describe the purpose of key performance indicators (KPIs) 6.7 Describe how additional services or products will benefit clients 6.8 Describe how clients' use of additional services or products will benefit a personal training business	
7. Understand how to monitor and interpret business data from a range of current information technology (IT) applications	7.1 Describe the process of gathering business data using a range of current information technology (IT) applications 7.2 Identify methods of monitoring business data from a range of current information technology (IT) applications 7.3 Explain how to interpret gathered business data from a range of current information technology (IT) applications	

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
8. Understand how information technology (IT) applications are used to support effective business planning and delivery	8.1 Identify current information technology (IT) applications that are used to support effective business planning and delivery 8.2 Identify ways information technology (IT) applications can be used to support effective business planning and delivery 8.3 Describe the risks and benefits of using information technology (IT) applications to support effective business planning and delivery 8.4 Evaluate technologies that support effective business planning and delivery 8.5 Explain the importance of a website in PT marketing 8.6 Explain how to leverage blogs/vlogs and social media technology in PT marketing	

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
9. Be able to plan and strategise to develop a successful personal training business	9.1 Evaluate own strengths, weaknesses, opportunities and threats in relation to starting and running a personal training business 9.2 Identify personal development/continued professional development to address own strengths, weaknesses, opportunities and threats 9.3 Produce business aims and objectives 9.4 Identify unique selling points (USPs) 9.5 Set key performance indicators (KPIs)/milestones 9.6 Identify possible areas of risk and/or difficulty during the planning, preparation or launch stage of the business 9.7 Identify contingency plans to help manage risk and/or difficulty during the planning, preparation or launch stage of the business 9.8 Describe how to collect, use, store and dispose of information, ensuring legal requirements are met	

Learning outcomes <i>The learner will:</i>	Assessment criteria <i>The learner can:</i>	Indicative content <i>This is provided as a guide for delivery, learners may not be assessed against all of the indicative content.</i>
10. Be able to plan and strategise market research to run campaigns and develop additional products or services	10.1 Provide an overview of the key objectives for a marketing campaign 10.2 Identify the target market for the marketing campaign 10.3 Describe ways to gain and retain clients in a new Personal Training business 10.4 Describe how a digital profile will be used to positively promote the business 10.5 Identify the IT applications to be used to support business planning and delivery, how they will be used, their benefits and risks 10.6 List accurate direct business costs included in a budget and relate to the planning, preparation and launch of business 10.7 List accurate indirect business costs included in a budget and relate to the planning, preparation and launch of business 10.8 Plan regular review points to monitor and evaluate the personal training business in line with key performance indicators (KPIs)/milestones 10.9 Identify a research question to develop some additional products or services including online products and services 10.10 Evaluate methods of data collection to develop some additional products or services 10.11 Select appropriate methods of data collection to develop some additional products or services 10.12 Explain how to collect and test the data to develop some additional products or services	
Assessment	E-assessment Assignment	

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