



## **STANDARD ASSESSMENT SPECIFICATION**

Level 3  
Personal Trainer

### Change Control Sheet

Innovate Awarding will continuously review all support material to ensure its accuracy. All amendments will be recorded on the below change control table. New and updated support material will be listed on the dashboard section of EPA Pro. Please ensure that you are using the most up-to-date version. Any enquiries about this process can be directed to [Epa@innovateawarding.org](mailto:Epa@innovateawarding.org)

VERSION NUMBER	DATE UPLOADED	DESCRIPTION OF REVISION	PAGE AFFECTED
Version 4	17/03/2022	Page 4 title headers left aligned Page 6 title in bold Page 7 centered title in header	4,6,7

### Disclaimer note

This specification has been developed to support training providers, employer providers and employers to understand the End-point Assessment requirements of the Level 3 Personal Trainer standard.

This specification has been released as draft to support planning and preparation for assessment and is correct at time of publication. Innovate Awarding will release final published specifications as soon as all information has been confirmed by regulatory and external quality assurance organisations. Any changes will be clearly referenced in future editions. Innovate Awarding Policies and Procedures for End-point Assessment will be published in a separate online customer handbook published on bespoke IT system (EPA Pro).

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## Introduction

### Innovate Awarding

Innovate Awarding is an End-point Assessment Organisation (EPAO) approved by the Education and Skills Funding Agency (ESFA) and a nationally regulated Awarding Organisation with a collaborative approach to doing business. We work with employers and training providers to deliver fit for purpose End-point Assessment (EPA) and qualification services in a number of sectors. For further information, please see our website: [www.innovateawarding.org/apprenticeship-standards/end-point-assessment](http://www.innovateawarding.org/apprenticeship-standards/end-point-assessment).

## Personal Trainer Apprenticeship overview

This apprenticeship standard is designed to provide the knowledge, skills and behaviours required to coach clients - on a one to one and small group basis, towards their health and fitness goals through provision of creative and personalised exercise programmes and instruction, nutritional advice and overall lifestyle management.

A comprehensive understanding of business, finance, sales and marketing is also incorporated to enable the Personal Trainer to build and retain a stable client base.

STANDARD NAME	PERSONAL TRAINER
Level	3
Sector	Active Leisure
Programme duration	15 – 18 months
Minimum time on programme	12 months
EPA Duration	3 months
EPA Methods	Practical Observation with Questions and Answers (Q&A) Presentation with Q&A Interview
Outcomes	Fail, Pass, Distinction
External Quality Assuring Centre	Chartered Institute for the Management of Sport and Physical Activity (CIMSPA)

### Who is the apprenticeship for?

This apprenticeship is for people entering or working in the fitness industry who will:

- Show an interest in physical fitness, health and wellbeing
- Have good interpersonal, time management and organisational skills
- Create a positive environment that motivates and empowers clients, and promotes adherence to the exercise and lifestyle programme
- Build strong and positive relationships with clients which reinforce the positive impact of exercise in developing their potential to live a healthy life
- Ensure own attitude and behaviour presents a professional image which provides clients with a positive and healthy role model

- Continually strive to provide innovative and challenging exercises to keep clients engaged and motivated.

Successful completion of this apprenticeship will enable further experience and training in the fitness industry to support the role into fitness management or a specialist instructor.

### Role of Innovate Awarding

Innovate Awarding is the End-point Assessment Organisation (EPAO) who will complete all aspects of the End-point Assessment requirements (EPA) for this apprenticeship programme. Innovate Awarding will provide information on the processes that will enable employers and training providers to support the apprentice to achieve successful EPA.

### Support Materials

The following support materials will be developed in phases and made available prior to live assessment. Please visit Innovate Awarding website for further news and updates on materials availability.

- Generic guide to assessment methods
- Assessment specifications
- Apprentice learner journey
- Video exemplar assessment materials
- Component grading guidance

## Projected timescales

APPRENTICESHIP ON-PROGRAMME	EPA GATEWAY	EPA
12-15 months duration		Maximum 3 months duration
<ul style="list-style-type: none"><li>• On-the-job training and assessment throughout the programme.</li><li>• Off-the-job training to acquire the required knowledge and skills.</li><li>• Must achieve Level 2 English and Maths prior to gateway (if not already achieved)</li></ul>	Employer/Training Provider confirms the apprentice is consistently working at or above the full level of the standard and is ready for EPA.	<ul style="list-style-type: none"><li>• Practical Observation with Q&amp;A</li><li>• Presentation with Q&amp;A</li><li>• Interview</li></ul> <hr/> Final decision and grade confirmed (Fail, Pass, Distinction) <hr/> Maximum total assessment time of 1.5 days - takes place within 3 months of passing through EPA Gateway

## On-programme Requirements

During the enrolment of apprentices, it is recommended the employer, in partnership with the training provider, conduct an initial assessment with the apprentice to determine the appropriate starting point for their learning journey. It is recommended during this assessment that the apprentice's learning needs are reviewed and recorded as part of the learning and development programme.

The on-programme learning and development will be agreed between the training provider and employer, or internally if training is delivered by an employer provider.

The apprentice must also achieve the following qualifications before EPA commences:

- Level 2 English and Maths
  - For those with an education, health and care plan or a legacy statement, the apprenticeships English and Maths minimum requirement is Entry Level 3 and British Sign Language qualifications are an alternative to English qualifications for whom this is their primary language.

To help an apprentice prepare for EPA, a formal discussion is recommended with their employer and, where appropriate, a representative from the apprentice's training provider may also be present. The aim of the formal discussion will be to review the apprentice's progress whilst on the apprenticeship programme and to identify whether they are ready for EPA. This formal discussion may be part of an existing appraisal process.

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This apprenticeship assessment specification is made up of four modules that are a combination of knowledge and understanding, skills and behaviours. The learning for all four modules must be completed prior to EPA and will be assessed through practical observation with q&a, presentation with q&a and interview, in that order.

### Modules

1	Principles of anatomy and physiology, health and nutrition for personal training
2	Planning and preparing for a personal training programme
3	Delivering a personal training programme
4	Planning and running a personal training business

## Gateway to End-point Assessment

Once the employer and/or training provider have confirmed that the apprentice has developed all the knowledge, skills and behaviours outlined for this apprenticeship standard, they are considered to have reached the 'gateway' and, as such, are ready to move on to the EPA.

If the apprentice is deemed not yet ready, their line manager and on-programme assessor must provide the apprentice with feedback and remedial action. It is recommended that the remedial action should take no more than one month to achieve and must be within stipulated on-programme timeframe. Once the employer is satisfied the apprentice has achieved the requirements of the remedial action, they may be signed off as ready to access EPA.

Before the apprentice enters the gateway, the Training Provider and Employer should be confident that they are ready to proceed through to assessment and can achieve the standards set out for this apprenticeship. The apprentice should at this stage, know what to expect and be familiar with the different assessment methods that they will undertake.

## Module Overview

The EPA will draw on all knowledge, skills and behaviours listed across the modules stipulated below.

Modules	ASSESSMENT METHODS		
	Practical Observation with Q&A	Presentation with Q&A	Interview
1. Applying principles of anatomy and physiology, health and nutrition for personal training			✓
2. Planning and preparing for a personal training programme	✓	✓	✓
3. Delivering a personal training programme	✓	✓	✓
4. Planning and running a personal training business	✓	✓	✓
5. Behaviours	✓	✓	✓
6. Working in partnership with other organisations	✓		✓



## End-point Assessment Planning Meeting

The End-point Assessment requires the apprentice to demonstrate that they have achieved the requirements of the apprenticeship standard.

### End-point Assessment Planning Meeting

A planning meeting will take place once the gateway has been passed and the apprentice has been deemed ready for the End-point Assessment.

The purpose is to:

- plan when the assessments will take place
- identify the requirements of each assessment method
- answer any questions or concerns the apprentice may have about the assessment process
- aid in the preparation requirements for End-point Assessment (e.g. arranging access, facilities and resources)

It is recommended that:

- Prior to the gateway planning meeting, a formal meeting be conducted to check readiness and 'sign off' the apprentice internally as 'ready for EPA'. This meeting must include the apprentice, their line manager and relevant stakeholders; readiness outcomes should be recorded. This formal discussion may be part of an existing appraisal process
- To support the overall decision to determine the apprentice's readiness to access the EPA, other supporting documents should be brought to this meeting



### **What will the End-point Assessment look like?**

The apprentice will be required to produce evidence to show they possess knowledge and understanding (that they 'know it'), behaviours (that they can 'be it') and skills (that they can 'do it') as laid down in the specification.

The specification is split into four modules associated with the following three elements:

- 'Know it' – includes knowledge and understanding assessment criteria concerned with day to day responsibilities of a Personal Trainer
- 'Do it' – covers the skills needed to successfully run a personal training business
- 'Be it' – includes unique behaviours required to create a positive environment that does not only motivate and empower clients, but also build strong and positive relationships in becoming a trusted and valued Personal Trainer

## Assessment Methods Overview

The EPA must be completed within a maximum period of 3 months, after the apprentice has met the EPA gateway requirements. The following assessment methods can be completed either on the same day or on different days to best fit the needs of the employer, the apprentice and the End-point Assessor, and this will be agreed during the planning meeting.

It is recommended, that completion of the practical observation with q&a, the presentation with q&a and the interview should be undertaken over the course of one and a half days. IAO will make appropriate arrangements to provide the apprentice with the best possible experience.

### What are the “Assessment Methods”?

Achievement of this standard requires apprentices to be assessed using three assessment methods. These assessment methods must be completed in the order presented:

1. Practical Observation with Q&A
2. Presentation with Q&A
3. Interview

### Practical Observation with Q&A

The Apprentice must be given the opportunity to freely interact with their clients, so the End Point Assessor has the opportunity to see the associated knowledge, skills and behaviours being exhibited in a real-life, practically based scenario.

Practical observations may be continuous or split into periods to best fit the operational requirements of the employer and allocated End Point Assessor. This flexibility is further broken down below and will be covered in full during the planning meeting.

**Note:** There may be breaks during the observation to allow the apprentice to move from one location to another.

### Evidence Requirements: Practical Observation with Q&A

- 3 hours (+/- 10%) of practical observation working with clients. This may be continuous or broken down as follows:
  - At least two 1-hour sessions including consultation
  - Minimum session length should be 30 minutes
  - There may be breaks during the observation to allow the apprentice to move from one location to another
- The observation/s will be followed by 20 minutes (+/- 10%) of Q&A. Questioning will be completed within the total time for the observation
- Environment – must be at the apprentice’s normal work environment.

During or after the task completion, the End Point Assessor will ask 6 set open questions to assess related underpinning knowledge and this may include follow up questions where clarification is required.

A guide to the practical observation assessment for apprentices and training providers is available to Innovate Awarding customers as part of the support materials proposition. This can be accessed through ‘EPA Pro’.

## Presentation with Q&A

This assessment method is designed to give the apprentice the opportunity to showcase their personal training offer. It will follow a basic structure of objectives, clients, planning, delivering, reviewing and evaluating.

The apprentice will be given a minimum of two weeks to prepare for the presentation which will be delivered to the End Point Assessor and immediately followed by the question and answer session. The employer can attend but in the capacity of an observer only, they must not ask questions or get involved in the grading process.

The presentation will be based on two key areas:

1. A portfolio of clients (minimum of 5) outlined in the observation range who have been trained by the apprentice. In this section apprentices must detail:
  - The strategies put in place to encourage clients to have consistent healthy behaviours outside of their structured 1-2-1 sessions
  - Exercise programmes they have designed and tailored
  - How they have continually monitored and reviewed the effectiveness of exercise programmes
  - An analysis of client's dietary habits and identified areas for improvement.
2. The strategies and techniques the apprentice has implemented to successfully gain and retain clients, whilst also continually striving to grow and improve. In this section apprentices must demonstrate:
  - The IT systems used to support and manage all aspects of their personal training offer
  - The products used to support and manage clients effectively
  - Their business plan and review process of their business performance
  - The marketing strategies implemented to engage prospective clients.

The apprentice must submit their presentation outline and slides to the End-point Assessor five working days prior to the presentation taking place, to enable the End Point Assessor review process.

Following the presentation, the End Point Assessor will ask the apprentice 8-10 open questions, which may cover any areas where further clarification is required.

Evidence Requirements: Presentation and Q&A

- 30 minutes in duration (+/- 10%)
  - Presentation – 15 minutes (+/- 10%)
  - Q&A on Presentation – 15 minutes (+/- 10%)

A generic guide to the presentation assessment for apprentices and training providers is available to Innovate Awarding customers as part of the support materials proposition. This can be accessed through 'EPA Pro'.

## Interview

The interview is a formal and structured conversation between the apprentice and the End Point Assessor. The End Point Assessor will lead on the interview by asking the apprentice questions in relation to:

- Knowledge, skills and behaviours requirements for this aspect of EPA
- Personal development and reflection

Below are examples of the types of question the End-point Assessor could ask:

What challenges did you face when working with your clients?

- How did you encourage long term adherence to exercise?
- What did you learn during the practical assessment?
- If you were to do it again what would you do differently?

The apprentice may bring work products with them that may support their answers to questions in the interview as exemplified below. The employer may also wish to attend in the capacity of an observer only, they must not ask questions or get involved in the grading process.

## Evidence Requirements: Interview

- 90 minutes in duration (+/- 10%)
  - Other supporting evidence such as a client portfolio, data on clients, business plan containing examples of equipment used

A detailed guide to the Interview assessment for apprentices and providers is available to Innovate Awarding customers as part of support materials and can be accessed through 'EPA Pro'.

# Apprenticeship Standard Amplification

## Module 1 Applying principles of anatomy and physiology, health and nutrition for personal training

Know how and be able to apply the principles of anatomy and physiology, health and nutrition to a personal training programme

### ASSESSMENT CRITERIA

Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K1.1	Explain human movement, anatomy and physiology	1.1K	S1.1	Apply appropriate methods and techniques to facilitate clients' desired physiological goals	1.1S
K1.2	Explain the effects of short and long term exercise on the body systems	1.1K	S1.2	Identify commonly occurring conditions and provide information, advice and support to clients where required	3.1S
K1.3	Describe common occurring medically controlled diseases and health conditions	3.1K	S1.3	Promote wellness advice and demonstrate an understanding of how modern lifestyles impact upon the health and wellbeing of the client, providing signposting to appropriate professionals where relevant	3.2S
K1.4	Explain the principles and processes which underpin the assessment of medical readiness to exercise	3.2K	S1.4	Analyse client's dietary habits and identify areas for improvement	6.1S
K1.5	Identify conditions for which exercise can be prescribed and conditions which would require signposting to relevant professionals for specialist information and guidance	3.2K	S1.5	Apply nutritional principles when developing exercise and lifestyle programmes for clients	6.2S
K1.6	Explain current government nutritional guidelines and nutritional strategies for a range of fitness goals	6.1K			
K1.7	Explain the importance of a nutritionally balanced diet as part of a healthy lifestyle	6.2K			
K1.8	Explain how to educate clients and encourage them to make good food choices	6.2K			

## DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Ref	Skill
K1.1	<ul style="list-style-type: none"> <li>Anatomy and physiology in relation to exercise and health               <ul style="list-style-type: none"> <li>Cardiorespiratory system (e.g. respiration, the circulatory system, structure of the heart, blood pressure/classifications)</li> <li>Musculoskeletal system (e.g. structure of muscle fibres, sliding filament theory, effect of exercise on muscle fibre type, muscle group contractions and joint actions, anatomical axis and planes, joints/joint structure in relation to range of movement and risk of injury, muscle posture/postural deviations)</li> <li>Nervous system (e.g. central and peripheral nervous system, nervous control/impulses, neurons, motor units/recruitment, neuromuscular adaptations to exercise)</li> <li>Endocrine system (e.g. function, major endocrine glands, function of related hormones)</li> <li>Energy systems (e.g. contribution of energy according to duration/type/intensity of exercise)</li> </ul> </li> <li>Biomechanics (e.g. forces, resistance, motion, momentum, friction, mechanical cause and effect, centre of gravity)</li> </ul>	S1.1	<p>Apply appropriate methods and techniques such as:</p> <ul style="list-style-type: none"> <li>Consulting to establish agreed aims</li> <li>Specific, Measurable, Achievable, Realistic, Time-bound (SMART) goal setting</li> <li>Effective motivational strategies (e.g. extrinsic and intrinsic rewards, use of short, medium and long term goals, building a supportive environment for behaviour change etc.)</li> <li>Tailored exercise programming (i.e. progressing, adapting and regressing as necessary etc.)</li> </ul> <p>To facilitate clients' desired physiological goals (e.g. weight management, fat loss, improved fitness, increased skill, greater success etc.)</p>
K1.2	<p>The effects on the body systems of:</p> <ul style="list-style-type: none"> <li>Short term exercise (e.g. increased demand for oxygen, increased breathing rate, increased blood flow, hot, sweaty etc.)</li> <li>Long term exercise (e.g. increased muscle mass/strength, improvement in specific fitness components, hypertrophy, bradycardia etc.)</li> </ul>	S1.2	<p>Whilst working within professional role boundaries:</p> <ul style="list-style-type: none"> <li>Identify (e.g. through the use of PAR-Q, consultation etc.) the existence/potential incidence of commonly occurring conditions (e.g. Hypertension, Obesity, Type 2 Diabetes, Cardiac Pulmonary Disease etc.)</li> <li>Provide information, advice and support to clients where required (e.g. signposting to other professionals, sharing sources of information etc.)</li> </ul>
K1.3	<ul style="list-style-type: none"> <li>Medically controlled diseases/health conditions (e.g. Hypertension, Obesity, Type 2 Diabetes, Cardiac Pulmonary Disease etc) to include:               <ul style="list-style-type: none"> <li>Causes (e.g. lifestyle choices/ circumstances that increase the chances of occurrence, risk factors etc.)</li> <li>Signs (externally recognisable factors such as a rash, persistent cough etc)</li> <li>Symptoms (internally felt factors such as fatigue, back pain etc)</li> </ul> </li> <li>How they may impact on a client's lifestyle (e.g. joint damage/risk of injury, pain, fatigue, effect on activities of daily living/ physical limitations, increased risk of heart attack, stroke etc.)</li> </ul>	S1.3	<ul style="list-style-type: none"> <li>Promote wellness advice (e.g. be a positive role model, signpost to/provide appropriate information/literature relevant to client, support healthy food and beverage choices before, use of social media)</li> <li>Support clients to understand how modern lifestyles impact upon their health and wellbeing (e.g. impact of substance abuse, smoking, alcohol, poor nutrition, dehydration, stress, lack of sleep etc)</li> <li>Provide signposting to appropriate professionals where relevant</li> </ul>

## DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Ref	Skill
K1.4	<p>The principles and processes which underpin the assessment of medical readiness to exercise e.g.</p> <ul style="list-style-type: none"> <li>• Use of Physical Activity Readiness Questionnaire (PAR-Q/PAR-Q+), risk stratification, one to one consultations etc to identify risk</li> <li>• Screening for presence of any absolute contraindications to exercise</li> <li>• Identification of the need for referral to other professionals (e.g. GP/Practice Nurse, Exercise Referral Instructor etc) prior to starting exercise</li> </ul>	S1.4	Analyse client's dietary habits (e.g. through use of consultation, questionnaire, food diary etc.) and use this information to identify areas for improvement
K1.5	<ul style="list-style-type: none"> <li>• How to manage a 'failed' PAR-Q/PAR-Q+ situation (e.g. how to sensitively discuss outcome with client) <ul style="list-style-type: none"> <li>- Absolute contraindications to exercise which indicate the need for referral to the client's GP/relevant healthcare professional (e.g. pre-existing health conditions (e.g. unstable angina, unstable or acute heart failure, unstable diabetes, new or uncontrolled arrhythmias etc.) issues highlighted by a PAR-Q (e.g. high/low blood pressure, dizziness, fainting, chest pain etc.))</li> <li>- Professional role boundaries in terms of when/who to refer/recommend client to (e.g. exercise referral/specialist instructor, GP/Practice Nurse or other relevant healthcare professional) and when exercise can safely be prescribed</li> </ul> </li> </ul>	S1.5	Apply relevant nutritional principles (e.g. advice on eating a balanced diet, calorie/portion control, hydration, healthy food preparation, use of food diaries, supplementation etc.) when developing exercise and lifestyle programmes for clients with different goals (e.g. weight management, fat loss, hypertrophy, sports performance etc)
K1.6	<p>The principles and application of:</p> <ul style="list-style-type: none"> <li>• Current government nutritional guidelines on healthy eating and achieving a balanced diet (e.g. eatwell guide, dietary recommendations etc.)</li> <li>• Evidence-based recommendations for nutritional strategies for a range of fitness goals (e.g. weight management, fat loss, hypertrophy, sports performance etc)</li> </ul>		
K1.7	The importance and application of a nutritionally balanced diet as part of a healthy lifestyle (e.g. maintaining healthy weight, body fat reduction, energy provision, links to diseases/deficiencies etc)		
K1.8	How to educate and encourage clients so that they understand the importance and application of a nutritionally balanced diet (e.g. where to source reliable/evidence-based nutritional information, healthy food preparation, portion sizes, meal planning, shopping habits, food labelling etc)		



## Module 2 Planning and preparing for a personal training programme

Know how and be able to plan for, and prepare clients to undertake a personal training programme

### ASSESSMENT CRITERIA

Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K2.1	Explain the range of factors that contribute to an individual's lifestyle	2.1K	S2.1	Assess clients' readiness to change behaviour and apply effective change strategies, communication techniques and motivation to facilitate healthy behaviours that move them towards their goals and promote programme adherence.	2.1S
K2.2	Describe how to assess clients' readiness to change their behaviour	2.2K	S2.2	Implement a range of theories relating to client motivation and behaviour change.	2.2S
K2.3	Describe how to apply a range of appropriate behaviour change strategies	2.2K	S2.3	Follow the principles of training and exercise science to design an engaging, varied and progressive exercise programme that is tailored to ensure it meets clients' needs and goals.	4.1S
K2.4	Explain how to create a positive environment that motivates and empowers clients, promotes adherence to a behaviour change programme and meets their desired goals	2.3K			
K2.5	Explain how to select and administer appropriate lifestyle assessments to gain the information required to develop an effective and personalised exercise programme	4.1K			
K2.6	Describe how to undertake client screening effectively	4.2K			
K2.7	Explain the principles behind the design of an exercise programme	4.2K			

## DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Ref	Skill
K2.1	The factors that contribute to a client's lifestyle (e.g. dietary intake, stress, fatigue, alcohol, levels of physical activity) to include possible causes/barriers to improvement (e.g. clients' environment (home/work/family/significant others etc), work/leisure time, finances, upbringing/hereditary factors etc)	S2.1 & S2.2	Assess clients' readiness to change behaviour and apply effective change strategies to motivate the adoption of healthy behaviours that support goals and promote programme adherence e.g. Use of stage-matched Transtheoretical Model (TTM) of behaviour change approaches Support self-efficacy/self-determination and motivation (intrinsic and extrinsic) to change (e.g. use of SMART goals, assessments/reassessments, skill/mastery development, recognition of clients 'locus of control' (whether internal or external) etc) Support self-management strategies (e.g. 'If-then' planning, modifying food environment, relaxation etc) Use of communication techniques (e.g. face-to-face (verbal and non-verbal, active listening, use of open-ended questions, building importance and confidence to change (e.g. use of motivational interviewing), keeping in touch (e.g. text, phone call, social media etc.), sharing positive messages and client achievements (e.g. via social media) etc.
K2.2	How to assess clients' readiness to change their behaviour (e.g. 'readiness to change ruler' / Transtheoretical Model (TTM) of behaviour change, readiness questionnaire, one to one consultation, motivational interviewing 'scaling questions' etc.)		
K2.3	How to apply a range of appropriate change strategies such as stage-matched Transtheoretical Model (TTM) of behaviour change approach, how to support self-efficacy/self-determination, use of communication techniques (e.g. building importance and confidence to change through motivational interviewing), self-management strategies, the term locus of control and the characteristics of individuals with an internal or external locus of control etc.	S2.3	Use the principles of training and exercise science (anatomy & physiology, biomechanics and kinesiology) to design an exercise programme tailored to meet clients' needs and goals that is: engaging (e.g. based on client likes/dislikes, fun, innovative etc.) varied (e.g. uses a range of exercises, equipment, techniques, approaches/training methods etc. progressive (e.g. demands linked to client ability, exercise frequency/intensity/duration modified with advancing fitness levels and achievement etc.)

## DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Ref	Skill
K2.4	<p>How to create a positive environment that: motivates and empowers clients (e.g. importance of building rapport, agreeing short, medium and long term SMART goals, use of rewards, providing relevant education/signposting etc)</p> <p>promotes adherence to a behaviour change programme (e.g. is fun, innovative, guided by client likes/dislikes, provides education/support tailored to the client, incorporates evidence-based behaviour change approaches/techniques etc.)</p> <p>meets clients' desired goals (e.g. tailored, progressive exercise sessions, use of baseline assessments/follow-up assessments and consultations/check-ins.)</p>		
K2.5	<p>How to select and administer appropriate lifestyle assessments (e.g. measurements of blood pressure, resting heart rate, strength, flexibility, aerobic endurance, questionnaires, baseline and follow-up assessments/reviews etc) to gain the information required to develop an effective and personalised exercise programme that motivates and meets the needs of clients.</p>		
K2.6	<p>How to undertake client screening effectively (e.g. Physical Activity Readiness Questionnaire (PAR-Q/PARQ+), consultation, questionnaire, adhering to company protocols/procedures, identifying presence of any absolute contraindications to exercise etc.)</p>		
K2.7	<p>The principles behind the design of a safe and effective exercise programme (Frequency, Intensity, Time, and Type of exercise (FITT), Specificity, Progression, Overload, Reversibility and Tedium (SPORT), individuality, adaptability, recovery, regression, SMART goals, periodisation of training (macrocycle, mesocycle, microcycle), importance of operating within professional role boundary/own qualifications and experience etc.)</p>		

### Module 3 Delivering a personal training programme

Know how and be able to deliver effective personal training sessions

#### ASSESSMENT CRITERIA

Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K3.1	Explain current and advanced fitness training techniques including cardiovascular, resistance and functional exercise	5.1K	S3.1	Demonstrate a wide range of exercise techniques correctly, carry out reviews and advise clients on their performance and apply suitable adaptations for those at different levels of fitness.	5.1S
K3.2	Explain how to: observe a client's movement identify incorrect technique effectively demonstrate the correct and safe way to perform exercises	5.2K	S3.2	Analyse clients' performance and apply suitable adaptations, regressions, progressions and corrective strategies to ensure continued success.	5.2S
K3.3	Explain how to adapt exercise technique based on clients' fitness and conditioning.	5.3K	S3.3	Coach an effective exercise programme using appropriate equipment, continuously monitoring and reviewing its effectiveness	4.1S
K3.4	Explain a range of techniques to effectively communicate and engage with clients	9.1K	S3.4	Communicate with clients using a range of techniques, evaluating and adapting own communication styles in order to encourage and motivate clients to achieve their goals.	9.1S 9.2S
K3.5	Explain the importance of communication skills in Personal Training and different adaptation strategies	9.2K	S3.5	Manage the effectiveness of a client's exercise programme using appropriate available systems	7.2S
K3.6	Explain how technological innovations can help clients increase their activity levels and stay motivated and focussed	7.3K	S3.6	Develop exercise sessions suitable in a range of environments for individuals and small groups	4.2S
K3.7	Explain how to monitor and interpret data including how to use a variety of available systems to support, enhance and manage the assessment, analysis and implementation of client's exercise programmes	7.2K	S3.7	Deliver exercise sessions in environments other than the gym to individuals and small groups	4.2S
			S3.8	Review and evaluate the effectiveness of exercise programmes and amend accordingly	4.2S

## DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Ref	Skill
K3.1	Current and advanced fitness training techniques to reflect industry trends and the growing evidence-base for cardiovascular , resistance and functional training approaches (e.g. High Intensity Interval Training (HIIT), interval/continuous/fartlek CV training, bodyweight exercises, floor-based exercise, use of portable equipment (e.g. bands/stability balls/medicine balls/ weighted bags/kettlebells etc), balance/ motor skills/proprioception training, small group circuit training, advanced strength training techniques (e.g. isometrics, isolation/compound movements, pyramid systems, super sets, giant sets, tri sets, forced repetitions, pre/post exhaust, negative/eccentric training, muscular strength endurance (MSE)), static/dynamic/ PNF stretching techniques, exercise sequence/order etc	S3.1	<p>Demonstrate technical competency and appropriate communication methods to:</p> <ul style="list-style-type: none"> <li>• Correctly demonstrate a wide range of exercise techniques (e.g. warm up and cool down, use of fixed weights, free weights, bodyweight exercises, core stability and flexibility exercises, CV machines, cable machines, benches and racks, multi-use/ modular systems, portable equipment etc.)</li> <li>• Carry out reviews that are timely and linked to SMART goals and programme aims</li> <li>• Give clients relevant and useful feedback on their performance.</li> <li>• Apply suitable adaptations for those at different levels of fitness (e.g. progressions and regressions, changes to weights, sets, reps, intensity and duration of exercise etc.)</li> </ul>
K3.2	<p>How to:</p> <ul style="list-style-type: none"> <li>• Observe a client's movement (e.g. practical observation and position of observation, video analysis etc.)</li> <li>• Identify incorrect technique (e.g. posture, alignment, breathing technique etc, to maximise benefits, improve client confidence and safety and reduce the risk of injury etc.)</li> <li>• Demonstrate the correct and safe way to perform exercises when instructing (e.g. correct technique, alignment, posture weights/sets/reps, provision of alternatives/adaptations, how to break exercises down into component parts where necessary etc.</li> <li>• Use communication skills appropriate to client (e.g. verbal/non-verbal methods, appropriate language/terminology, clear and concise explanations/instructions, opportunity for questions etc)</li> </ul>	S3.2	<p>Demonstrate technical competency and communication skills in the analysis of clients' performance to include:</p> <ul style="list-style-type: none"> <li>• Use of suitable adaptations, regressions, progressions and corrective strategies to ensure safety and continued success</li> <li>• Effective use of communication skills adapted to the client (e.g. utilises both verbal and non-verbal communication, appropriate language/terminology, clear and concise explanations/instructions, provides opportunity for questions etc)</li> </ul>
K3.3	How to adapt exercise technique during session/s based on clients' fitness and conditioning (e.g. appropriate adaptations progressions, regressions, corrective strategies, weights/sets/reps, intensity and duration of exercise according to whether client is sedentary/untrained, experienced/ trained, high performers/well trained etc.)	S3.3	<p>Deliver a planned exercise programme that:</p> <ul style="list-style-type: none"> <li>• Uses appropriate equipment (e.g. fixed weights, free weights, CV machines, cable machines, multi-use/modular systems, portable equipment etc.)</li> <li>• Is continuously monitored and reviewed to ensure its effectiveness</li> </ul>

### DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Ref	Skill
K3.4	A range of communication methods that can be used to effectively communicate and engage with clients (i.e. face-to-face (e.g. verbal, non-verbal), keeping in touch (e.g. text, phone call, social media etc.), sharing positive messages, client success stories and achievements (e.g. social media etc.), building rapport etc)	S3.4	<ul style="list-style-type: none"> <li>Effectively communicate with clients using a range of techniques (i.e. face-to-face (e.g. verbal, non-verbal), keeping in touch (e.g. text, phone call, social media etc.), sharing positive messages, client success stories and achievements (e.g. social media etc.) building rapport etc)</li> <li>Adapt communication styles to the needs of the client in order to encourage and motivate goal achievement</li> </ul>
K3.5	<ul style="list-style-type: none"> <li>The importance of effective communication with clients (e.g. verbal and non-verbal - building rapport to motivate programme adherence, gaining client feedback to inform programme reviews, improving health and safety, injury prevention, professional appearance, appropriate body language and eye contact, for effective technique instruction and correction etc.)</li> <li>How to adapt own communication style (e.g. through collecting information, getting to know the client/communication preferences, positive reinforcement and feedback etc) in order to suit client's personality and needs</li> </ul>	S3.5	<p>Use systems/technology effectively to:</p> <ul style="list-style-type: none"> <li>Support and manage clients using appropriate products and innovation (e.g. use of new and emerging fitness related technology, digital devices to capture clients progress (i.e. before and after shots), fitness apps to manage 1-2-1 sessions/ exercise programmes/track and record client data/session bookings etc)</li> </ul>
K3.6	How technological advancements (e.g. pedometers, heart rate monitors, video games, fitness apps etc.) can help clients increase their activity levels, stay motivated and keep focussed.	S3.6	<p>Plan and/or develop exercise sessions that are suitable in different environments such as:</p> <ul style="list-style-type: none"> <li>informal spaces (e.g. parks/open spaces, the beach, at home, in a work setting/ office etc.)</li> </ul> <p>To individuals and small groups (e.g. corporate clients etc)</p>

## DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Ref	Skill
K3.7	<ul style="list-style-type: none"> <li>How to monitor and interpret data (e.g. standardised fitness testing results/ assessments based on population norms, heart rate monitor data/fitness tracking apps, BP classifications etc.)</li> <li>How to use a variety of available Information Technology (IT)/systems to support, enhance and manage the assessment, analysis and implementation of client's exercise programmes (e.g. using fitness apps etc).</li> </ul>	S3.7	<p>Deliver exercise sessions in environments other than the gym such as:</p> <ul style="list-style-type: none"> <li>informal spaces (e.g. parks/open spaces, the beach, at home, in a work setting/ office etc.)</li> </ul> <p>To individuals and small groups (e.g. corporate clients etc)</p>
		S3.8	<p>Use suitable methods to review and evaluate the exercise programme (e.g. feedback from clients/peers, self-reflection etc linked to SMART goals and programme aims) that are:</p> <ul style="list-style-type: none"> <li>Timely (e.g. regular, agreed etc.)</li> <li>Formal (e.g. fitness testing/re-testing, questionnaire, analysis of performance etc.)</li> <li>Informal (e.g. 'checking in' at regular intervals, general conversation etc.)</li> </ul> <p>Make appropriate amendments to the exercise programme based on the outcomes of review/evaluation.</p>



## Module 4 Planning and running a personal training business

Know how and be able to manage systems that support business planning and delivery

### ASSESSMENT CRITERIA

Ref	Knowledge Apprentices will need to:	Maps to standard	Ref	Skill Apprentices will need to:	Maps to standard
K4.1	Explain how to use IT systems to support effective business planning and delivery	7.1K	S4.1	Use appropriate IT systems to support and manage all aspects of a personal training business	7.1S
K4.2	Describe recognised good practice for personal trainers in the industry	8.1K	S4.2	Support and manage clients effectively by presenting, analysing and interpreting data and information using appropriate products, in line with professional practice	7.3S
K4.3	Describe how to develop self by maintaining a high level of industry knowledge	8.2K	S4.3	Provide a high standard, client focused service within the role of Personal Trainer	8.1S
K4.4	Describe a range of effective marketing strategies in meeting business objectives and outcomes	10.1K	S4.4	Implement and adapt strategies to promote and sell products and personal training services and successfully gain and retain clients	10.1S 10.3S
K4.5	Explain the principles of planning a personal training business	10.2K	S4.5	Demonstrate tact and discretion when handling client data, adhering to relevant legislation	8.2S
K4.6	Describe how to create, maintain, monitor and interpret financial data	10.3K	S4.6	Plan and regularly review personal training business performance	10.2S
K4.7	Describe how to promote activities which support business objectives and growth	10.3K			

## DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Ref	Skill
K4.1	<p>How to use IT systems to improve the client experience and support effective business through:</p> <ul style="list-style-type: none"> <li>• planning (e.g. fitness apps and bespoke systems to manage 1-2-1 sessions, book classes and trail sessions, health checks, promote membership options etc)</li> <li>• delivery (e.g. virtual fitness instruction, treadmill to monitor heart rates/ provide entertainment etc) to improve customer experience</li> </ul>	S4.1	<p>Ensure the use of appropriate IT systems to support and manage all aspects of a personal training business in:</p> <ul style="list-style-type: none"> <li>• Keeping up-to-date with industry news and developments</li> <li>• Identifying opportunities (e.g. identifying market gaps, potential partnership opportunities and competitor analysis via SWOT etc)</li> <li>• Enhancing operations (e.g. record keeping, sales and invoicing, client and group management, class scheduling, session reminders, analysing data gathered from customers as basis for continued improvement (e.g. retention levels)</li> <li>• Improving the customer experience (e.g. acting on research findings and making necessary improvement to support clients experience and journey etc.)</li> </ul>
K4.2	<p>Recognised good practice for personal trainers in the industry (i.e. professional ethics, values, appropriate legislation (e.g. GDPR, confidentiality etc.) supporting the health, safety and welfare of clients and others at all times etc.)</p>	S4.2	<p>Use technology effectively to present, analyse and interpret data and information in line with professional practice (e.g. within guidelines regarding confidentiality, GDPR, professional role boundaries, duty of care, safeguarding etc.)</p>
K4.3	<p>How to develop self by maintaining a high level of industry knowledge through regular related professional development (e.g. CPD courses, professional qualifications, membership of professional bodies (e.g. Register of Exercise Professionals (REPS) etc) and keeping up-to-date with subject matter, (e.g. articles, podcasts, vlogs, online tutorials etc.)</p>	S4.3	<p>Provide high standard and client focused service through excellence in the fitness environment and application of best practice such as:</p> <ul style="list-style-type: none"> <li>• use of appropriate feedback techniques to keep clients motivated</li> <li>• exemplary professional behaviour with clients that is of the highest standard at all times</li> <li>• injury prevention (e.g. warm-up and cool down, stretching, muscle balance, posture, stress and fatigue etc)</li> <li>• risk management such as:             <ul style="list-style-type: none"> <li>- hazard identification (e.g. equipment not returned to racks, wet floors, wearing inappropriate attire etc)</li> <li>- use of risk assessments</li> <li>- biological wellbeing (e.g. use of appropriate cleaning products/materials to wipe equipment before and after use to avoid infection/contamination/ transmission of germs)</li> </ul> </li> </ul>

## DELIVERY CONTENT AND GUIDANCE

Ref	Knowledge	Ref	Skill
K4.4	<p>A variety of effective marketing strategies (e.g. SWOT analysis, 4P's and 4C's models etc.)</p> <ul style="list-style-type: none"> <li>The importance of conducting research (e.g. to ensure correct market placement, stay ahead of competitors, target specific user groups, review the organisation's 'offer', establish KPI's etc.)</li> <li>The key factors that influence a marketing plan (e.g. micro and macro environmental factors)</li> </ul>	S4.4	<p>Implement a variety of effective marketing strategies to engage prospective clients, promote and sell products and personal training services (e.g. success stories, targeted marketing, use of appropriate channels of communication, innovative use of IT and social media, being a positive role model, word of mouth, promotional discounts and trial sessions, use of fitness/lifestyle/weight-loss challenges, create user 'content' (e.g. free/subscription based exercise programmes, with video footage etc), reward and recognition scheme etc.)</p>
K4.5	<p>How to build a sound Personal Training business plan and offer through:</p> <ul style="list-style-type: none"> <li>The principles of business planning (e.g. action based, risks and challenges identification, ethical, measured, evaluated, specific to Personal Training and built on sound health and fitness principles etc.)</li> <li>The 'product lifecycle stages' concept to grow and develop a personal training client base to successfully achieve individual and organisational goals (e.g. self-promotion - through word of mouth, social media presence etc.), being a positive role model, appropriate/competitive pricing structure, targeted services, USP, communication of core values of the Personal Training offer etc.)</li> </ul>	S4.5	<p>Demonstrate tact and discretion when handling client data, adhering to relevant legislation (e.g. GDPR, confidentiality etc.) to include:</p> <ul style="list-style-type: none"> <li>Review of current systems and processes to ensure compliance</li> <li>Identifying and implementing areas for improvement to practice</li> <li>Maintaining a consistently high level of professional practice and keeping up-to-date with current legislative requirements</li> </ul>
K4.6	<p>How to:</p> <ul style="list-style-type: none"> <li>create financial data (e.g. financial targets, use of appropriate forecasting and monitoring systems etc.)</li> <li>Maintain (e.g. income and expenditure, cash flow statement, balance sheet, profit and loss etc.)</li> <li>Monitor and interpret financial data (e.g. keep track of differences between income and expenditure, expectations and actual, trends, use data to improve and build on current 'offer' etc.)</li> </ul>	S4.6	<ul style="list-style-type: none"> <li>Plan and regularly review business performance to meet business goals and targets (e.g. linked to KPI's and business goals, analysis of data, dynamic target setting etc.)</li> <li>Identify areas for improvement: <ul style="list-style-type: none"> <li>internally (e.g. seeking feedback, conducting surveys, monitoring KPIs etc) and</li> <li>Externally (e.g. using SWOT analysis to research competitors etc.)</li> </ul> </li> </ul>
K4.7	<p>Promote activities which support business objectives and growth (e.g. advertising, discounted/promotional pricing, subscription models, marketing and other forms of promotion, monitoring of KPI's, networking etc.)</p>		

Behaviours		
Ref	Statement	Maps to Standard
B1	Create and maintain positive, professional and trusting relationships with clients. Use appropriate terminology when communicating with clients. Proactively seek and provide feedback in a manner which suits each individual client.	B1.1
B2	Create a positive environment that motivates and empowers clients and promotes adherence to the exercise and lifestyle programme. Continually strive to provide innovative and challenging exercises to keep clients engaged and motivated.	B2.1
B3	Ensure own attitude and behaviour presents a professional image which provides clients with a positive and healthy role model. Respect personal space and professional boundaries always. Live the ethics and values which reflect excellence in your profession.	B2.2
B4	Build strong and positive relationships with clients which reinforce the positive impact of exercise in developing their potential to live a healthy life. Educate clients and promote awareness of wellness using knowledge gained through a commitment to continuous professional development, which will assist clients to effectively bring about a positive change.	B2.3

## End-point Assessment Coverage

The tables below show the knowledge, skill, and/or behaviour (KSB) assessment criteria covered by each assessment method.

Remember that question & answer sessions may also be used to confirm, clarify, expand upon and capture any information that the End Point Assessor identifies for further investigation. As such, it is possible that any of the associated KSB assessment criteria might be covered in the process.

### Practical Observation with Q&A

The practical observation will cover the following elements of the standard specification:

MODULE	ASSESSMENT CRITERIA COVERED BY WORK-BASED OBSERVATION
Applying principles of anatomy and physiology, health and nutrition for personal training	N/A
Planning and preparing for a personal training programme	K2.5, K2.6, K2.7 S2.3,
Delivering a personal training programme	K3.1, K3.2, K3.3, K3.4, K3.5 S3.1, S3.2, S3.3, S3.4, S3.6, S3.7, S3.8
Planning and running a personal training business	K4.2, S4.3
Behaviours	B1, B2

### Presentation with Q&A

The presentation with Q&A will cover the following elements of the standard specification:

MODULE	ASSESSMENT CRITERIA COVERED BY CASE STUDY CHALLENGE
Applying principles of anatomy and physiology, health and nutrition for personal training	N/A
Planning and preparing for a personal training programme	K2.4
Delivering a personal training programme	K3.6
Planning and running a personal training business	K4.4, K4.5, K4.6, K4.7, S4.2, S4.4, S4.6
Behaviours	B4

## Interview

The interview will cover the following elements of the standard specification following completion of the practical observation with q&a and presentation with q&a assessments.

MODULE	ASSESSMENT CRITERIA COVERED BY PRESENTATION WITH Q&A
Applying principles of anatomy and physiology, health and nutrition for personal training	K1.1, K1.2, K1.3, K1.4, K1.5, K1.6, K1.7, K1.8 S1.1, S1.2, S1.3, S1.4, S1.5,
Planning and preparing for a personal training programme	K2.1, K2.2, K2.3, S2.1, S2.2
Delivering a personal training programme	K3.7, S3.5
Planning and running a personal training business	K4.1, K4.3, S4.1, S4.5
Planning and running a personal training business	B3

## Assessment Overview

The End Point Assessor will review the evidence for each apprentice and grade the apprentice on the following scale: Fail/Pass/Distinction.

- A Pass apprentice will competently perform their role demonstrating application of all the knowledge, skills and behaviours in line with organisation and regulatory requirements. At a minimum they must meet all the Pass criteria.
- Distinction apprentices, in addition to meeting the pass criteria, will consistently perform above the required level for the role. They must meet all Distinction criteria

ASSESSMENT METHOD	COMPONENT OF STANDARD ASSESSED	ASSESSED BY	GRADING
Practical Observation with Q&A	<ul style="list-style-type: none"><li>• Knowledge</li><li>• Skills</li><li>• Behaviour</li></ul> Full details above in modules section	<ul style="list-style-type: none"><li>• End-Point Assessor</li></ul>	Fail Pass Distinction
Presentation with Q&A	<ul style="list-style-type: none"><li>• Knowledge</li><li>• Skills</li><li>• Behaviour</li></ul> Full details above in modules section	<ul style="list-style-type: none"><li>• End-Point Assessor</li></ul>	Fail Pass Distinction
Interview	<ul style="list-style-type: none"><li>• Knowledge</li><li>• Skills</li><li>• Behaviour</li></ul> Full details above in modules section	<ul style="list-style-type: none"><li>• End-Point Assessor</li></ul>	Fail Pass Distinction
Final Grading	<ul style="list-style-type: none"><li>• Whole Standard</li></ul>	<ul style="list-style-type: none"><li>• End-Point Assessor</li></ul>	Fail Pass Distinction



## Overall Grading

The table below shows final grading outcomes relating to individual assessment component achievements.

PRACTICAL OBSERVATION WITH Q&A	PRESENTATION WITH Q&A	INTERVIEW	GRADING OUTCOME
Fail	Fail	Fail	Fail
Fail	Fail	Pass	Fail
Pass	Pass	Fail	Fail
Pass	Pass	Pass	Pass
Distinction	Distinction	Pass	Pass
Pass	Pass	Distinction	Pass
Pass	Distinction	Distinction	Pass
Distinction	Distinction	Distinction	Distinction

## Re-Assessment

Apprentices who fail one or more assessment method will be offered retake opportunity. If an apprentice fails any part of the EPA, the End Point Assessor will advise what it means in terms of retake.

A retake will require the apprentice to undertake further learning and therefore would need to go through the gateway process again.

Re-takes must be completed within 3 months from the last method or start of EPA period, otherwise the entire EPA must be re-attempted. There is no limit to the number of re-takes, this would be agreed by the employer.

An apprentice cannot choose to re-take any part of the EPA in order to increase their grade from a Pass to a Distinction. This means the outcome of a re-take can only be a pass (unless there are extenuating circumstances accounting for the original fail as confirmed by the Innovate Awarding, which must be considered).

For a list of re-take costs and the policy on re-sits, please visit Innovate Awarding website. It is the responsibility of the employer and the employer provider/training provider to ensure that apprentices are ready for End-point Assessment and it is expected that apprentices will pass the assessments first time.

## Internal Quality Assurance

Internal quality assurance is conducted by Innovate Awarding. All assessments completed by an apprentice are subject to Innovate Awarding's Internal Quality Assurance Policy.

## External Quality Assurance

The external quality assurance organisation for the Personal Trainer standard is the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA). The external quality assurance organisation may require access to an apprentice's assessments and may need to speak to the apprentice directly. Innovate Awarding has a responsibility to accommodate any reasonable request made by the external quality assurance organisation.

## Further Information

[www.innovateawarding.org/apprenticeship-standards](http://www.innovateawarding.org/apprenticeship-standards)

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