



Pearson BTEC
Level 3 Technical Occupational Entry for
Personal Trainer (Diploma)

L3

Specification

First teaching from September 2025

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Pre-publication draft

Qualification Number: XXX/XXXX/X



Pearson
BTEC

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About Pearson

We are the world's leading learning company operating in countries all around the world. We provide content, assessment and digital services to learners, educational institutions, employers, governments and other partners globally. We are committed to helping equip learners with the skills they need to enhance their employability prospects and to succeed in the changing world of work. We believe that wherever learning flourishes so do people.

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Welcome

With a track record built over 30 years of learner success, BTEC qualifications are widely recognised and respected. They provide progression to the workplace either directly or via study at higher levels. Recent data has shown that 1 in 5 adults of working age in the UK has a BTEC qualification.

Why choose BTEC Level 3 Technical Qualifications?

BTEC Level 3 Technical Qualifications enable students to develop a purposeful and coherent combination of knowledge, skills and behaviours to confidently enter or progress into employment in occupations that are recognised and demanded by employers.

The qualifications, which are based on the occupational standards published by the Institute for Apprenticeships and Technical Education (IFATE), embody a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure and an approach to learning and assessment that:

- provides students with meaningful and occupationally relevant learning experiences
- engages and motivates students to achieve as assessments can be focused on individual student needs and can be achieved as they progress through the qualifications
- promotes self-directed learning through the clarity and transparency of the standards to be achieved
- makes the qualifications accessible to a wider range of students, including part time and adult students.

In developing these qualifications, we have collaborated with employers to ensure that the qualifications meet the current and emerging needs of industry. We have also worked with colleges and training providers to ensure that the qualifications meet their needs and those of their students.

We are providing a range of support to ensure that students and their tutors have the best possible experience during their course. Further information is provided on the qualification pages of our website.

A word to students

These qualifications will require commitment and hard work. You will have to complete the learning for the required range of units, be organised and complete your assessments, which may include practical work-based activities, projects and vocational assignments. But you can feel proud to achieve a BTEC Level 3 Technical qualification as you can be confident in your readiness to advance your career in your chosen occupation.

Good luck, and we hope you enjoy your course.

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1 Introducing the qualification

What are Level 3 Technical Qualifications?

Level 3 Technical Qualifications are qualifications that are at level 3 on the Regulated Qualifications Framework (RQF) and are designed to deliver the skills needed to enter or progress in the workplace. They can be delivered through a combination of classroom and work-based learning and assessment.

These qualifications are based on occupational standards designed by employers and published by the Institute for Apprenticeships and Technical Education (IfATE), who also approve the qualifications. IFATE has specified different categories under which Level 3 Technical Qualifications can be approved based on their scope and purpose. Detailed information about these categories can be found on IFATE's website.

Qualification purpose

The Pearson BTEC Level 3 Technical Occupational Entry for Personal Trainer (Diploma) enables learners to develop a purposeful combination of knowledge, skills and behaviours to enter employment as a Personal Trainer or Fitness Instructor, and provides a strong foundation for them to achieve full occupational competence with further training and development in the workplace. The qualification, which is mapped to the Personal Trainer occupational standard, is designed to meet the needs of students 16 – 19 and 19+ who are pursuing a career in the health and fitness sector. It provides a clear line of sight to employment in an occupation that is recognised and demanded by employers. The qualification is also mapped to the CIMPSA Professional Standards for Core Group Exercise Instructor and CIMPSA Professional Standards for Personal Trainer.

The qualification aims to:

- develop students' ability and confidence to apply the knowledge, skills and behaviours in carrying out the relevant occupational duties and functions to meet entry level competence
- develop transferable skills and professional behaviours such as good communication skills, the ability to provide a high level of customer care, problem solving and the ability to use information technology for a range of purposes that are essential to personal effectiveness in a Personal Trainer occupation
- develop knowledge and understanding of best practices and core values such as following industry recognised codes of practice, safeguarding and personal trainer

ethical behaviours that are important for meeting professional requirements and working safely with clients in the health and fitness industry

- provide opportunities for students to achieve a nationally recognised licence to practice qualification to support them in taking the next step in their career journey
- provide employers with reliable evidence of students' attainment against the Personal Trainer occupational standard and their readiness to enter employment in the related occupation

The qualification can be taken on a part time or full-time basis to meet the needs of students

Employer engagement and validation

In developing the Pearson BTEC Level 3 Technical Occupational Entry for Personal Trainer (Diploma) we have worked closely with a dedicated panel of 10 employers from a range of different types of organisations, who have:

- validated the demand for the qualification and confirmed that it is occupationally relevant and meets the current and emerging needs of industry
- confirmed that students will have an appropriate combination of knowledge, skills and behaviours relevant to the occupational standard that attests to their readiness to enter into employment in the related occupation.

This qualification is also accredited by CIMSPA for both Core Group Exercise Instructor and Personal Trainer professional standards.

Progression

Learners who achieve the BTEC Level 3 Technical Occupational Entry for Personal Trainer (Diploma) can progress into working as a Group Fitness Instructor and Personal Trainer.

UCAS tariff points

This qualification attracts UCAS points. Please go to the UCAS website for full details of the points allocated.

Preparing students for the future

Transferable skills

Recent future skills reports have highlighted the growing importance of transferable skills for students to succeed in their careers and lives in this fast-changing world.

Following research and consultation with a range of stakeholders, Pearson has developed a Transferable Skills Framework to facilitate and guide the delivery and development of transferable skills through this qualification.

The Framework has four broad skill areas, each with a cluster of skills as shown below:

Transferable skill	Skill cluster
Managing yourself	Taking personal responsibility
	Personal strengths and resilience
	Career orientation planning
	Personal goal setting
Effective learning	Managing own learning
	Continuous learning
	Secondary Research skills
	Primary Research skills
Interpersonal skills	Written communications
	Verbal and non-verbal communications
	Teamwork
	Cultural and social intelligence
Solving problems	Critical thinking
	Problem solving
	Creativity and innovation

Each transferable skill has a set of descriptors that outline what achievement of the skill looks like in practice. Each unit in the qualification will show whether a transferable skill has been:

- fully embedded through the design of the teaching and learning content and assessment of the unit. Skills that are embedded are 'naturally occurring' in that they are inherent to the unit content and don't require extension activities to deliver.
- signposted as an opportunity for delivery and development and would require extension activities to deliver.

Units will show a summary of the transferable skills that have been embedded or signposted and Appendix 2 shows the descriptors for each skill across all the skill clusters.

More information on the framework, its design and relevance for student progression is available in the *BTEC Transferable Skills Guide for Teachers*. Resources and guidance to support teachers in the delivery and development of these skills will be available in the Delivery Guide for this qualification and through our training offer.

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2 Qualification summary and key information

Qualification title	Pearson BTEC Level 3 Technical Occupational Entry for Personal Trainer (Diploma)
Qualification Number (QN)	XXX/XXX/X
Regulation start date	DD/MM/YYYY
Operational start date	01/09/2025
Approved age ranges	16–19 19+
Total qualification time (TQT)	906 hours
Guided learning hours (GLH)	720
Assessment	Internal assessment
Grading information	The units are graded Ungraded/Pass/Merit/Distinction Learners must achieve at least a pass in all 10 units in order to achieve the qualification. The qualification is graded Ungraded/Pass/Merit/Distinction/Distinction*
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification.
Funding	Qualifications eligible and funded for post-16-year-olds can be found on the Find a Learning Aim database.

3 Qualification structure

Pearson BTEC Level 3 Technical Occupational Entry for Personal Trainer (Diploma)

The requirements outlined in the table below must be met for Pearson to award the qualification.

Minimum number of units that must be achieved with at least a pass grade	10
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Unit number	Mandatory units	Level	Guided learning hours
1	Careers in the Health and Fitness Industry	3	60
2	Health, Wellbeing and Physical Activity	3	60
3	Professional Personal Trainer Practice	3	60
4	Client Screening and Health and Fitness Assessment	3	90
5	Anatomy, Physiology and Kinesiology for Personal Training	3	90
6	Exercise Requirements and Contraindications for Specific Populations	3	60
7	Circuit Training	3	90
8	Personal Training Methods and Programming	3	90
9	Nutrition for Personal Training	3	60
10	Business, Marketing and Technology for Personal Training	3	60

4 Assessment

The table below gives a summary of the assessment methods used in the qualification.

Units	Assessment method
All units	Internal assessment (centre-devised assessments).

Language of assessment

Learners must use English only during the assessment of this qualification.

A learner taking the qualification(s) may be assessed in British Sign Language where it is permitted for the purpose of reasonable adjustment.

Further information on the use of language in qualifications is available in our *Use of languages in qualifications policy*, available on our website, [qualifications.pearson.com](https://www.pearson.com/qualifications).

Internal assessment

All units are internally assessed. This means that you set and assess the assignments that provide the final summative assessment for each unit, using the examples and support that Pearson provides. Before you assess you will need to become an approved centre, if you are not one already.

You will make grading decisions based on the requirements and supporting guidance given in the units. Where a student has not achieved their expected level of performance for an assignment, they may be eligible for one resubmission of improved evidence for each assignment submitted if authorised by the Lead Internal Verifier. To ensure any resubmissions are fairly and consistently implemented for all students, the Lead Internal Verifier can only authorise a resubmission if certain conditions are met. If the Lead Internal Verifier does authorise a resubmission, it must be completed within 15 working days of the student receiving the results of the assessment.

Feedback to students can only be given to clarify areas where they have not achieved expected levels of performance. Students cannot receive any specific guidance or instruction about how to improve work to meet assessment criteria or be given solutions to questions or problems in the tasks.

If a student has still not achieved the targeted pass criteria following the resubmission of improved evidence for an assignment, the Lead Internal Verifier may authorise, under exceptional circumstances, one retake opportunity to meet the required pass criteria.

The retake assignment must be based on a different assignment . The deadline for submission of the retake must fall within the same academic year.

To pass an internally assessed unit, learners must:

- achieve all the specified learning outcomes
- satisfy all the assessment criteria by providing sufficient and valid evidence for each criterion
- prove that the evidence is their own.

To achieve a merit in an internally assessed unit, learners must:

- achieve all the requirements for the pass
- satisfy all the pass and all of the merit assessment criteria by providing sufficient and valid evidence for each criterion

To achieve a distinction in an internally assessed unit, learners must:

- achieve all the requirements for the pass
- satisfy all the pass, all of the merit and all of the distinction assessment criteria by providing sufficient and valid evidence for each criterion

Centres must ensure:

- assessment is carried out by assessors with relevant expertise in both the occupational area and assessment. For the occupational area, this can be evidenced by a relevant qualification or current (within three years) occupational experience that is at an equivalent level or higher than this qualification. Assessment expertise can be evidenced by qualification in teaching or assessing and/or internal quality assurance or current (within three years) experience of assessing or internal verification
- internal verification systems are in place to ensure the quality and authenticity of learners' work, as well as the accuracy and consistency of assessment.

5 Understanding the qualification grade

Awarding and reporting for the qualification

This section explains the rules that we apply in awarding a qualification and in providing an overall qualification grade for each student. It shows how all the qualifications in this sector are graded.

The awarding and certification of these qualifications will comply with regulatory requirements.

Eligibility for an award

In order to be awarded a qualification, a student must complete all units and achieve a pass or above in units.

To achieve any qualification grade, students must:

- complete and have an outcome (P, M, D) for all units within a valid combination
- achieve the minimum number of points at a grade threshold.

It is the responsibility of a centre to ensure that a correct unit combination is adhered to.

Award of the qualification grade

The final grade awarded for a qualification represents an aggregation of a student's performance across the qualification. As the qualification grade is an aggregate of the total performance, there is some element of compensation in that a higher performance in some units may be balanced by a lower outcome in others.

Pearson BTEC Level 3 Technical Occupational Entry for Personal Trainer (Diploma) is awarded at the grade ranges shown in the table below.

Qualification	Available grade range
Diploma	PP to D*D*

The *Award of the qualification grade* table, shown further on in this section, shows the minimum thresholds for calculating these grades. The table will be kept under review over the lifetime of the qualification. The most up-to-date table will be issued on our website.

Pearson will monitor the qualification standard and reserves the right to make appropriate adjustments.

Students who do not meet the minimum requirements for a qualification grade to be awarded will be recorded as Unclassified (U) and will not be certificated. They may receive a Notification of Performance for individual units.

Points available for internal units

The table below shows the number of **points** available for internal units.

For each internal unit, points are allocated depending on the grade awarded.

Grade	Unit size (60 GLH)
U	0
Pass	6
Merit	10
Distinction	16

Grade	Unit size (90 GLH)
U	0
Pass	9
Merit	15
Distinction	24

Claiming the qualification grade

Subject to eligibility, Pearson will automatically calculate the qualification grade for your students when the internal unit grades are submitted and the qualification claim is made. Students will be awarded qualification grades for achieving the sufficient number of points (with valid combinations) within the ranges shown in the relevant Award *of the qualification grade* table for the cohort.

Award of qualification grade

Applicable for registration from 1 September 2025.

Diploma (720 GLH)

Grade	Points threshold
U	0
PP	72
MP	88
MM	104
DM	124
DD	144
D*D	162
D*D*	180

The table is subject to review over the lifetime of the qualification. The most up-to-date version will be issued on our website.

6 Centre recognition and approval

Centres must have approval prior to delivering or assessing any of the units in this qualification.

Centres need to apply for, and be granted, centre recognition as part of the process for approval to offer individual qualifications.

Guidance on seeking approval to deliver BTEC qualifications is given on our website.

Approvals agreement

All centres are required to enter into an approval agreement with Pearson, in which the head of centre or principal agrees to meet all the requirements of the qualification specification and to comply with the policies, procedures, codes of practice and regulations of Pearson and relevant regulatory bodies. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of centre or qualification approval.

Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements below are in place before offering the qualification:

- appropriate physical resources (for example gym equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification
- suitable staff for delivering and assessing the qualification (see *Section 4 Assessment requirements*)
- systems to ensure continuing professional development (CPD) for staff delivering and assessing the qualification
- health and safety policies that relate to the use of equipment by learners
- internal verification systems and procedures (see *Section 4 Assessment requirements*)
- any unit-specific resources stated in individual units.

6 Access to qualifications

Access to qualifications for learners with disabilities or specific needs.

Equality and fairness are central to our work. Our *Equality, diversity and inclusion policy* requires all learners to have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are taking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from their qualification and that this achievement can be compared fairly to the achievement of their peers.

For learners with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualification.

Centres must deliver the qualification in accordance with current equality legislation. For full details of the Equality Act 2010, please visit www.legislation.gov.uk

Reasonable adjustments and special consideration

Centres are permitted to make adjustments to assessment to take account of the needs of individual learners. Any reasonable adjustment must reflect the normal learning or working practice of a learner in a centre or a learner working in the occupational area.

Centres cannot apply their own special consideration – applications for special consideration must be made to Pearson and can be made on a case-by-case basis only.

Centres must follow the guidance in the Pearson document *Guidance for reasonable adjustments and special consideration in vocational internally assessed units*.

7 Recognising prior learning and achievement

Recognition of Prior Learning (RPL) considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences in and outside the workplace, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. If the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Further guidance is available in our policy document *Recognition of prior learning policy and process*, available on our website.

8 Quality assurance of centres

Centre and qualification approval

As part of the approval process, your centre must make sure that the resource requirements listed below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and/or occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have in place appropriate health and safety policies relating to the use of equipment by learners.
- Centres must deliver the qualification in accordance with current equality legislation.
- Centres should refer to the teacher guidance section in individual units to check for any specific resources required.

Continuing quality assurance and standards verification

On an annual basis, we produce the Pearson Quality Assurance Handbook. It contains detailed guidance on the quality processes required to underpin robust assessment and internal verification.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre, and must have approval for the programmes or groups of programmes that it is delivering
- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery
- Pearson makes available to approved centres a range of materials and opportunities, through online standardisation, intended to exemplify the processes required for effective assessment, and examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment
- an approved centre must follow agreed protocols for standardisation of assessors and verifiers, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

The approach of quality-assured assessment is through a partnership between an approved centre and Pearson. We will make sure that each centre follows best practice and employs appropriate technology to support quality-assurance processes, where practicable. We work to support centres and seek to make sure that our quality-

assurance processes do not place undue bureaucratic processes on centres. We monitor and support centres in the effective operation of assessment and quality assurance.

The methods we use to do this for BTEC Level 3 include:

- making sure that all centres complete appropriate declarations at the time of approval
- undertaking approval visits to centres making sure that centres have effective teams of assessors and verifiers who are trained to undertake assessment
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- an overarching review and assessment of a centre's strategy for delivering and quality assuring its BTEC programmes, for example making sure that synoptic units are placed appropriately in the order of delivery of the programme.

Centres that do not fully address and maintain rigorous approaches to delivering, assessing and quality assurance cannot seek certification for individual programmes or for all BTEC Level 3 programmes. An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting. Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

9 Understanding your units

The units in this specification set out our expectations of assessment in a way that helps you to prepare your students for assessment. The units help you to undertake assessment and quality assurance effectively.

Each unit in the specification is set out in a similar way.

This section explains how the units work. It is important that all teachers, assessors, internal verifiers and other staff responsible for the programme review this section.

Internally assessed units

Section	Explanation
Unit number	The number is in a sequence in the sector. Numbers may not be sequential for an individual qualification.
Unit title	This is the formal title that we always use and it appears on certificates.
Unit level	All units are Level 3 on the national framework.
Unit type	This confirms that the unit is internally assessed. See structure information in <i>Section 3</i> for full details.
GLH	Units may have a Guided Learning Hours (GLH) value of 120, 90 or 60. This indicates the numbers of hours of teaching, directed activity and assessment expected. It also shows the weighting of the unit in the final qualification grade.
Unit in brief	A brief formal statement on the content of the unit that is helpful in understanding its role in the qualification. You can use this in summary documents, brochures etc.
Unit introduction	This is designed with students in mind. It indicates why the unit is important, how learning is structured and how learning might be applied when progressing to employment or higher education.
Learning aims	These help to define the scope, style and depth of learning of the unit. You can see where students should be learning standard requirements ('understand') or where they should be actively researching ('investigate'). You can find out more about the verbs we use in learning aims in <i>Appendix 1</i> .
Summary of unit	This helps teachers to see the main content areas against the learning aims and the structure of the assessment at a glance.
Content	This sets out the required teaching content of the unit. Content is compulsory except where shown as 'e.g.'. Students should be asked

Section	Explanation
	to complete summative assessment only after the teaching content for the unit or learning aim(s) has been covered.
Assessment criteria	<p>Each learning aim has Pass and Merit criteria. Each assignment has at least one Distinction criterion. A full glossary of terms used is given in <i>Appendix 1</i>.</p> <p>Distinction criteria represent outstanding performance in the unit. Some criteria require students to draw together learning from across the learning aims.</p>
Transferable skills	This summarises the transferable skills present within this unit. The key helps to identify whether they are signposted but require additional assessment, embedded and achieved on completion or not present in this unit.
Essential information for Pearson Set Assignment Brief (PSAB)	This shows a brief summary of the activities required for the mandatory Pearson Set Assignment Brief. Centres must download and use the mandatory PSAB without alteration or contextualisation.
Further information for teachers and assessors	This gives you information to support the implementation of assessment. It is important that this is used carefully alongside the assessment criteria and PSAB.
Resource requirements	Any specific resource requirements that you need to be able to teach and assess are listed in this section. For more information on support resources, see the <i>Pearson BTEC Level 3 National Administrative Guide</i> .
Essential information for assessment decisions	This information gives guidance for each learning aim or assignment of the expectations for Pass, Merit and Distinction standard. This section contains examples and essential clarification.
Links to other units	This shows you the main relationship between units. This can help you to structure your programme and make best use of materials and resources.

Units – please see separate document 'Unit Specification'

This section of the specification contains the units that form the assessment for the qualification.

For explanation of the terms within the units, please refer to *Section 13 Glossary*.

It is compulsory for learners to meet the learning outcomes and the assessment criteria to achieve a Pass. Content is compulsory unless it is provided as an example and is therefore marked 'e.g.'. All compulsory content must be delivered, but assessments may not cover all content.

Where legislation is included in delivery and assessment, centres must ensure that it is current and up to date.

10 Suggested teaching resources

This section lists resource materials that can be used to support the delivery of the qualification.

Textbooks

American College of Sports Medicine, *ACSM's Guidelines for Exercise Testing and Prescription* (Seventh Edition), Lippincott Williams and Wilkins, 2005 ISBN 9780781745901

American College of Sports Medicine, *ACSM's Health-Related Physical Fitness Assessment Manual* (Second Edition), Lippincott Williams and Wilkins, 2007 ISBN 9780781775496

Coulson M, *The Fitness Instructor's Handbook: A Complete Guide to Health and Fitness (Fitness Professionals)* (Second Revised Edition), A&C Black, 2007 ISBN 9781408178263

Heyward VH, *Advanced Fitness Assessment and Exercise Prescription* (Fifth Edition), Human Kinetics, 2006 ISBN 9780736057325

Howley ET and Franks BD, *Health Fitness Instructor's Handbook* (Fourth Edition), Human Kinetics Europe, 2003 ISBN 9780736042109

Maud PJ and Foster C, *Physiological Assessment of Human Fitness* (Second Edition), Human Kinetics Europe, 2005 ISBN 9780736046336

Powers SK and Howley ET, *Exercise Physiology: Theory and Application to Fitness and Performance* (Sixth Edition), McGraw Hill Higher Education, 2006 ISBN 9780071107266

Sharkey BJ and Gaskill SE, *Fitness and Health* (Sixth Edition), Human Kinetics, 2006 ISBN 9780736056144

Skinner J, *Exercise Testing and Exercise Prescription for Special Cases: Theoretical and Clinical Applications* (Third Edition), Lippincott Williams and Wilkins, 2005 ISBN 9780781741132

Websites

<https://www.ptdirect.com/training-design/anatomy-and-physiology> - A range of anatomy and physiology based information and articles for fitness instructors

<https://www.academyoffitnessprofessionals.com/personal-trainer-factsheets/> - factsheets linked to personal training <https://www.getbodysmart.com/> - annotated diagrams of the main body systems

<https://www.fit4training.com/single-post/2017/04/11/anatomy-physiology-revisiononline-resources-fit4training> - a list of useful anatomy and physiology websites and resources to support fitness professionals

<https://www.bbc.co.uk/bitesize/guides/zy62hv4/revision/2> - overview of the impact of demographics on physical activity participation

<https://www.clubindustry.com/step-by-step/ten-commandments-exceptional-customer-service-fitness-industry> - key features of excellent customer service in a fitness environment
<https://www.gymmaster.com/customer-service-importance/> - how to provide great customer service in the gym

<https://cpdonline.co.uk/knowledge-base/health-and-safety/health-and-safety-guidance-for-gym-staff/> - Health and safety guidance for gym staff

<https://www.healthline.com/health/coronary-artery-disease/risk-factors> - Risk factors for Coronary Artery Disease

<https://www.cntw.nhs.uk/content/uploads/2017/12/HS-PGN-14-App9-Irwin-MorganRiskStratTool-V02-Iss-2-Oct-19.pdf> - Irwin and Morgan risk stratification table

<https://www.acsm.org/blog-detail/acsm-certified-blog/2019/11/11/acsm-risk-stratification-chart-download> - Downloadable chart that shows a risk stratification process to follow

<https://fitlegally.com/10-ethical-guidelines-fitness-professionals/> - Ethical guidelines for fitness professionals

11 Appeals

Centres must have a policy for dealing with appeals from learners. Appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy is a consideration of the evidence by a Lead Internal Verifier or other member of the programme team. The assessment plan should allow time for potential appeals after learners have been given assessment decisions.

Centres must document all learners' appeals and their resolutions. Further information on the appeals process can be found in the document *Internal assessment in vocational qualifications: Reviews and appeals policy*, available on our website.

12 Malpractice

Dealing with malpractice in assessment

Malpractice refers to acts that undermine the integrity and validity of assessment, the certification of qualifications and/or may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actual or attempted actions of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where malpractice or attempted malpractice has been proven.

Malpractice may occur or be suspected in relation to any unit or type of assessment within a qualification. For further details on malpractice and advice on preventing malpractice by learners, please see Pearson's *Centre Guidance: Dealing with Malpractice* available on our website.

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The *Centre Guidance: Dealing with Malpractice* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe a centre is failing to conduct internal assessment according to our policies. The above document gives further information and examples. It details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Learner malpractice

The head of centre is required to report incidents of suspected learner malpractice that occur during Pearson qualifications. We ask centres to complete *JCQ Form M1* (www.jcq.org.uk/malpractice) and email it with any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc) to the Investigations Processing team at candidatemalpractice@pearson.com. The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

Teacher/centre malpractice

The head of centre is required to inform Pearson's Investigations team of any incident of suspected malpractice (which includes maladministration) by centre staff before any investigation is undertaken. The head of centre is requested to inform the Investigations team by submitting a *JCQ M2* Form (downloadable from www.jcq.org.uk/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff, anonymous informants), the Investigations team will conduct the investigation directly or may ask the head of centre to assist.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released or they may be withheld.

You should be aware that Pearson may need to suspend certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

Where malpractice is proven, we may impose sanctions or penalties, such as:

- mark reduction for affected external assessments
- disqualification from the qualification
- debarment from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures we may impose sanctions such as:

- requiring centres to create an improvement action plan
- requiring staff members to receive further training
- placing temporary suspensions on certification of learners
- placing temporary suspensions on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the head of centre (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against

them personally). Further information on appeals can be found in the *JCQ Appeals booklet* (www.jcq.org.uk/exams-office/appeals).

Pre-publication draft

13 Further information and publications

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/contact-us.html.
- Books, software and online resources for UK schools and colleges: www.pearsonschoolsandcolleges.co.uk.
- Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

All centres offering external assessments must comply with the Joint Council for Qualifications (JCQ) document *Instructions for conducting examinations*.

Further documents that support the information in this specification:

- *Access arrangements and reasonable adjustments* (JCQ)
- *A guide to the special consideration process* (JCQ)
- *Collaborative and consortium arrangements for the delivery of vocational qualifications policy* (Pearson)
- *UK information manual* (updated annually and available in hard copy) **or** *Entries and information manual* (available online) (Pearson).
- *Distance learning and assessment policy* (Pearson)

Publisher information

Any publisher can seek endorsement for their resources and, if they are successful, we will list their BTEC resources on our website.

14 Glossary

Part A – Terms used in knowledge and understanding criteria

Term	Description
Analyse	Examine methodically and in detail, typically in order to interpret.
Assess	Consideration of all factors or events that apply, to identify those which are the most important or relevant and make a judgement.
Carry out	Learners demonstrate skills through practical activities, carrying out or executing what has to be done in line with certain requirements. Learners do this in order to complete an identified activity or to demonstrate personal achievement for an audience.
Compare	Identify the main factors relating to two or more items/situations, explaining the similarities and differences or advantages and disadvantages, and in some cases say which is best and why.
Describe	Give a clear account in their own words, including all the relevant information (e.g. qualities, characteristics or events, etc.). Description shows recall and in some cases application.
Detailed	Having additional facts or information beyond a simple response.
Evaluate	Bring together all information and review it to form a supported conclusion, drawing on evidence, including strengths, weaknesses, alternative actions, relevant data or information.
Explain	Provide details and give reasons and/or evidence to support an opinion, view or argument. OR Provide details and give relevant examples to clarify and extend a point. This would usually be in the context of learners showing their understanding of a technical concept or principle.
Interpret	Learners state the meaning, purpose or qualities of something through the use of images, words or other expressions.
Identify	Shows the main features or purpose of something. Can recognise it and/or name characteristics or facts that relate to it.
Justify	Learners give reasons or evidence to: <ul style="list-style-type: none"> • support an opinion; or

Term	Description
	<ul style="list-style-type: none"> • prove something right or reasonable
Outline	Provide a summary or overview or brief description.
Produce	Learners' knowledge, understanding and/or skills are applied to develop a particular type of evidence, for example a proposal, plan, product, service or report.
Recommend/make recommendations	Learners suggest particular action(s) that should be done.

Appendix 1 Transferable Skills framework

Code = transferable skill initials-skill cluster initials

Managing yourself

Code	Skill cluster	Performance Descriptor
MY-TPR	Taking personal responsibility	<p>Demonstrates understanding of their role and responsibilities and the expected standards of behaviour.</p> <p>Demonstrates compliance with codes of conduct and ways of working.</p> <p>Makes use of available resources to complete tasks.</p> <p>Manages their time to meet deadlines and the required standards.</p> <p>Demonstrates accountability for their decisions or actions.</p>
MY-PS&R	Personal strengths and resilience	<p>Identifies own personal strengths and demonstrates the ability to utilise/ these in relevant areas.</p> <p>Demonstrates the ability to adapt own mindset and actions to changing situations or factors.</p> <p>Seeks support from relevant sources to deal with challenges.</p> <p>Uses challenges as learning opportunities.</p>

Code	Skill cluster	Performance Descriptor
MY-COP	Career orientation planning	<p>Undertakes research to understand the types of roles in the sector in which they could work.</p> <p>Reviews own career plans against personal strengths and identifies areas for development to support progression into selected careers.</p> <p>Takes part in sector-related experiences to support career planning.</p>
MY-PGS	Personal goal setting	<p>Sets SMART goals using relevant evidence and information.</p> <p>Reviews progress against goals and identifies realistic areas for improvement.</p> <p>Seeks feedback from others to improve own performance.</p>

Effective learning

Code	Skill cluster	Performance Descriptor
EL-MOL	Managing own learning	<p>Maintains a focus on own learning objectives when completing a task.</p> <p>Demonstrates the ability to work independently to complete tasks.</p> <p>Reviews and applies learning from successful and unsuccessful outcomes to be effective in subsequent tasks.</p>

Code	Skill cluster	Performance Descriptor
EL-CL	Continuous learning	<p>Engages with others to obtain feedback about own learning progress.</p> <p>Responds positively to feedback on learning progress from others.</p> <p>Monitors own learning and performance over the short and medium term.</p>
EL-SRS	Secondary research skills	<p>Define the research topic or question</p> <p>Uses valid and reliable sources to collate secondary data.</p> <p>Interprets secondary data and draws valid conclusions.</p> <p>Produces a reference list and cites sources appropriately.</p>
EL-PRS	Primary research skills	<p>Define the research topic or question</p> <p>Carries out primary data collection using appropriate and ethical research methodology.</p> <p>Interprets primary data to draw valid conclusions</p>

Inter-personal skills

Code	Skill cluster	Performance Descriptor
IS-WC	Written communication	<p>Produces formal written communication using appropriate language and tone to suit purpose.</p> <p>Adapts their written communication style to meet the needs of different audiences.</p> <p>Produces written communication using appropriate language and tone to suit audience and purpose.</p>
IS-V&NC	Verbal and non-verbal communications	<p>Uses verbal communication skills effectively to suit audience and purpose.</p> <p>Uses body language and non-verbal cues effectively</p> <p>Uses active listening skills and checks understanding when interacting with others.</p>
IS-T	Teamwork	<p>Engages positively with team members to understand shared goals and own roles and responsibilities.</p> <p>Respectfully consider the views of team members and consistently shows courtesy and fairness.</p> <p>Completes activities in line with agreed role and responsibilities.</p> <p>Provide support to team members to achieve shared goals.</p>

Code	Skill cluster	Performance Descriptor
IS-C&SI	Cultural and social intelligence	Demonstrates awareness of own cultural and social biases Demonstrates diversity, tolerance and inclusivity values in their approach to working with others.

Solving problems

Code	Skill cluster	Performance Descriptor
SP-CT	Critical thinking	Demonstrates understanding of the problem or issue to be addressed Gather relevant information from different sources. Assesses the credibility and relevance of information Interprets and evaluates information to present reasoned conclusions
SP-PS	Problem solving	Presents a clear definition of the problem Gathers relevant information to formulate proposed solutions Selects relevant and significant information to formulate proposed solutions. Identifies negative and positive implications of proposed solutions. Presents and justifies selected solutions to problems.
SP-C&I	Creativity and innovation	Identifies new and relevant ideas to help solve a problem. Refines ideas into workable solutions based on test results and/or feedback.

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