

ST0302 Level 3 Personal Trainer Assessment Plan

Introduction

This Apprenticeship Assessment Plan (AAP) sets out the requirements for the assessment of the level 3 personal trainer apprenticeship. It should be read in conjunction with the General Requirements for Apprenticeship Assessment. Where there is conflict between this AAP and the General Requirements, this AAP takes precedence. Assessment organisations must also comply with the relevant regulatory framework for apprenticeship assessment.

It is important that the assessment of apprentices is proportionate, valid, and provides reliable evidence of an apprentice's attainment of the relevant knowledge and skills. As such, assessment organisations must design assessments to ensure:

- employers have confidence that the apprentice has reached the expected performance standard
- apprentices are sufficiently secure in their knowledge and skills, so that they could demonstrate their competence in different contexts, for example, a different workplace

Assessment Outcomes

The assessment outcomes group and summarise the knowledge and skills that must be demonstrated in assessments. All assessment outcomes must be assessed.

Knowledge and skills statements in **bold** are mandatory and must be assessed in every version of the assessment that is made available.

Knowledge and skills statements that offer opportunities to develop functional English and maths are identified with an asterisk.

Assessment Outcomes	Mapping
AO1: Client assessment and programme planning Uses screening tools, and lifestyle assessments taking into account commonly occurring conditions and provides information, advice and support to clients. Identifies referral needs and plans personalised exercise programmes.	K5, K6, K7 , K8 , S4
AO2: Exercise programme delivery and progression Designs, delivers, coaches and adapts exercise programmes using principles of anatomy and physiology, and a range of training methods and environments. Monitors client's movement and	K1, K9 , K10 , K11 , S1, S6 , S7, S8 , S9

Assessment Outcomes	Mapping
performance, corrects technique and applies adaptations, regressions and progressions.	
<p>AO3: Behaviour change and client engagement Assesses clients readiness to change behaviour. Applies strategies, communication skills and techniques to encourage programme adherence and motivation to facilitate healthy behaviours.</p>	<p>K3, K4, K19*, K20, S2, S3, S17*, S18*</p>
<p>AO4: Health, nutrition and lifestyle support Provides evidence-based guidance on nutrition principles, physical activity and lifestyle factors to develop exercise and lifestyle programmes.</p>	<p>K2, K12, K13, S5, S10, S11</p>
<p>AO5: Technology and programme monitoring Supports clients to increase their activity levels using technological advancements to stay motivated and focused. Uses available systems to manage the effectiveness of clients' exercise programme.</p>	<p>K14, K15*, K16*, S12*, S13, S14*</p>
<p>AO6: Professional practice and business development Applies legal, ethical, and professional standards and protects client data. Uses marketing, sales and financial strategies to gain and retain clients to build and sustain a business.</p>	<p>K17, K18, K21, K22, K23*, S15, S16, S19, S20, S21, S22</p>

Assessment requirements

Assessment organisations must set apprenticeship assessments. Assessment organisations should consider how technology and digital tools can support innovation and efficiency.

Assessment organisations must design apprenticeship assessments to include at least one **observation**.

Any additional assessment, or assessments, must be selected from the following list of methods, to ensure the assessment outcomes are met in full. Assessments available in the list may be used more than once:

- **presentation**
- **professional discussion**

- **showcase**
- **portfolio**
- **case study**
- **journal**
- **question and answers**
- **additional observation**

Apprentices may be assessed at any appropriate point during their apprenticeship programme.

Assessments may be designed to allow a centre or training provider to mark assessments. The assessment organisation is responsible for ensuring all assessments are sufficiently reliable and valid, and for the accuracy of any centre or training provider marking.

Performance descriptors

Performance descriptors describe the level of performance required to achieve a pass or distinction grade. Assessment organisations must design assessments that align with these descriptions.

Performance Category	Pass	Distinction
Applied Knowledge	Demonstrates sound application of personal training knowledge, facts, procedures, and ideas across routine tasks completing them to an acceptable standard.	Applies a thorough understanding of personal training knowledge, facts, procedures, and ideas to manage and resolve routine and non-routine tasks with discernment and skill.
Applied Skills	Identifies and applies appropriate personal training skills, methods, and procedures to complete tasks and address challenges with a reasonable degree of	Selects and integrates appropriate personal training skills, methods, and procedures proactively and resourcefully to complete tasks and address challenges effectively

	autonomy and effectiveness.	and with minimal oversight.
Regulatory and Procedural Awareness	Applies data protection, health and safety, welfare legislation and professional standards relevant to personal training practice, with some depth of insight and adaptability.	Demonstrates refined judgement in interpreting data protection, health and safety, welfare legislation and professional standards, confidently navigating nuanced issues in practice.
Communication and Collaboration	Participates effectively in personal training environments and demonstrates effective communication and client engagement skills that support delivery.	Adapts communication confidently to different clients and working environments, taking initiative in delivering client interactions.
Information Use and Decision Making	Accurately interprets and evaluates relevant personal training information from a variety of sources to support problem-solving in mostly familiar but sometimes complex work contexts.	Evaluates diverse and sometimes conflicting information sources with insight, drawing informed conclusions that improve delivery outcomes.
Responsibility and Autonomy	Takes responsibility for initiating and completing personal training tasks within set parameters and, where relevant, contributes to guiding or supporting others.	Pre-emptively the need for tasks to be initiated, within set parameters demonstrating accountability, and responsiveness to emerging priorities or risks, and where relevant, leading others.

Professional recognition

This apprenticeship aligns with the requirements for professional body recognition as detailed in the occupational standard.