

Personal Trainer Apprenticeship Level 3 End-Point Assessment Plan

March 2018

Introduction and Summary

This document sets out the requirements for end-point assessment (EPA) for the Personal Trainer apprenticeship standard. It is written for end-point assessment organisations who need to know how EPA for this apprenticeship must operate. It will also be of interest to personal trainer apprentices, their employers and training providers.

Full time apprentices will typically spend 15-18 months on-programme working towards the apprenticeship standard, with a minimum of 20% off-the-job training.

The EPA should only start once the employer is satisfied that the apprentice is consistently working at or above the level set out in the standard, the pre-requisite gateway requirements for EPA have been met and that they can be evidenced to an EPA organisation.

The EPA must be completed over a maximum total assessment time of 1.5 days, within a maximum 3 month period, after the apprentice has met the EPA gateway requirements.

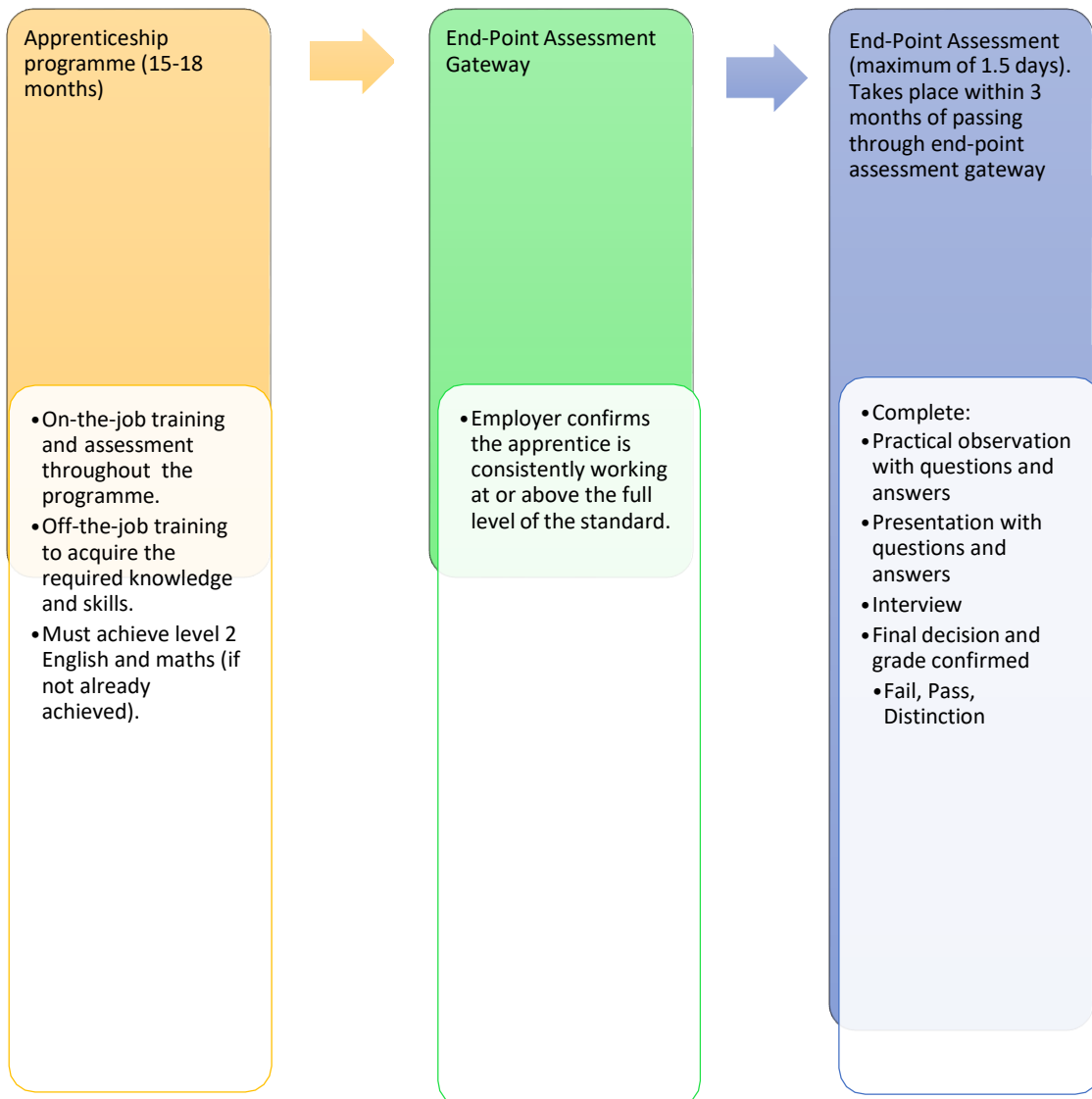
Apprentices without level 2 English and maths will need to achieve this level prior to taking the end-point assessment. For those with an education, health and care plan or a legacy statement the apprenticeships English and maths minimum requirement is Entry Level 3 and British Sign Language qualification are an alternative to English qualifications for whom this is their primary language.

EPA must be conducted by an organisation approved to offer services against this standard, as selected by the employer, from the Education & Skills Funding Agency's Register of End-Point Assessment Organisations (RoEPAO).

The EPA consists of three distinct assessment methods:

- Practical observation with questions and answers
- Presentation with questions and answers
- Interview

Diagram 1. Typical personal trainer apprenticeship summary



End-point Assessment Gateway

The EPA should only start once the employer is confident that the apprentice is consistently working at or above the level set out in the standard, the pre-requisite gateway requirements for EPA have been met and that they can be evidenced to an End Point Assessment Organisation (EPAO). Employers may wish to take advice from their apprentice's training provider(s).

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Gateway requirements:

Apprentices without Level 2 English and maths will need to achieve this level prior to taking end-point assessment. 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 qualification is an alternative to English qualifications for those whom this is their primary language.

The employer must ensure that the apprentice is ready for the EPA. The apprentice should know what to expect and be familiar with the different assessment methods that they will undertake.

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.

End-point assessment methods

The EPA must be completed within a maximum period of 3 months, after the apprentice has met the EPA gateway requirements.

The 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 independent assessor. It is recommended, that completion of the practical observation with question and answers, the presentation with questions and answers and the interview should be undertaken over the course of one and a half days. However, EPAO's should make appropriate arrangements to provide the apprentice with the best possible experience.

The assessment methods must be completed in the order set out below.

These assessment methods are:

- Practical observation with questions and answers
- Presentation with questions and answers
- Interview

Its recommended EPA activities are completed directly with an assessor but there may be exceptional circumstances where the EPA activities need to be conducted remotely by using electronic tools such as Skype and video conferencing. The practical observation is completed first, followed by the presentation and then the interview.

EPAOs must ensure that the presentation with questions and answers is conducted in a suitable, controlled environment e.g. a quiet room free from distraction and influence, with the necessary equipment for each assessment method e.g. computer, power-point facilities (if required by the apprentice). It is anticipated that EPAOs will use the apprentice's employer's premises, wherever possible, to minimise costs. EPAOs must ensure appropriate methods to prevent misrepresentation are in place should an online option be used. For example, screen share and 360-degree camera function with an administrator/invigilator when delivering a presentation.

Appendix 1: Personal Trainer assessment methods by element of the standard

Assessment Method 1: Practical observation followed by question and answers:

- The total duration of the practical observation of working with clients will be 3 hours (+/- 10%). Followed by 20 minutes (+/- 10%) of questions and answers with the independent assessor.
- Practical observations may be continuous or split into periods to best fit the operational requirements of the employer and the independent assessor (there should be at least two 1-hour sessions including consultation, the 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.
- Apprentice must be given the opportunity to freely interact with their clients during the observation. The observation will cover a coaching session delivered by the apprentice.
Apprentices must be observed by an independent assessor completing three or more tasks providing the opportunity to assess KSBs as detailed in Appendix 1.
- The apprentice must cover the following during observation:
 - Design, tailor and coach an effective exercise programme, using appropriate equipment. Continuously monitor and review the effectiveness of the exercise programme to ensure it is engaging, varied and progressive to clients' needs and goals, whilst following the principles of training and exercise science.
 - Develop and deliver exercise sessions in environments other than the gym to individuals and small groups. Review and evaluate the effectiveness of these exercise programmes and amend accordingly.
 - Correctly demonstrate a wide range of exercise techniques, carry out reviews and advise clients on their performance and apply suitable adaptations for those at different levels of fitness.
 - Analyse a clients' performance and supply suitable adaptations, regressions, progressions and corrective strategies to ensure continued success.

- Ability to effectively communicate with clients using a range of techniques.
 - Be able to interpret and evaluate communication and adapt own communication styles in order to encourage and motivate clients to achieve their goals.
 - 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.
 - 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.
 - 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 at all times.
 - 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.
- During or after the task completion the independent assessor must ask 6 set open questions to assess related underpinning knowledge. They may ask follow up questions where clarification is required. Questioning must be completed within the total time allowed for the observation.
 - KSBs observed and answers to questions must be documented by the independent assessor.
 - Practical observation must be conducted in the apprentice's normal work environment.
 - EPAOs must develop a minimum bank of 10 observation specifications, each including 6 questions relating to underpinning knowledge, to ensure sufficient variation; observation specifications must be refreshed as a minimum annually.
 - If any of the knowledge, skills and behaviours are not seen in the observation they will be identified by the independent assessor who will ask questions on them during the question and answer session following the observation.

Assessment Method 2: Presentation followed by questions and answers

The presentation 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 (a template will be provided by the independent assessor). It will be completed during the period of end-point assessment and presented to the independent assessor following the practical observation. The employer can attend but in the capacity of an observer only, they should not ask questions or be involved in the grading process. The apprentice will be given two weeks to prepare for the presentation.

The presentation will be formal, recorded and will be for a duration of 30 minutes (+/- 10%). The presentation will be 15 minutes (+/- 10%) and followed by 15 minutes (+/- 10%) for questions and answers with the independent assessor.

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.
- EPAOs must schedule the presentation and questioning elements to take place after the practical observation, giving an apprentice a minimum of 2 weeks' notice of the time, date and venue.
 - The presentation and questioning elements must take place between an independent assessor and an apprentice.
 - The presentation and questioning must take place in the same integrated session.
 - The apprentice needs to submit their presentation outline and slides to the independent assessor by email five working days prior to the presentation taking place. The independent assessor must have reviewed the apprentice's presentation and prepared questions for the questioning element. However, the questions may be modified to take account of the presentation evidence.
 - Apprentices can use presentation aides i.e. power-point, video clips, flip chart, work products, notes.
 - EPAOs must ensure any reasonable presentational requirements are in place e.g. power-point facilities; apprentices must make any requirement requests at least two weeks prior to the scheduled date for the presentation and questioning.
 - Following the presentation, the independent assessor must ask the apprentice 8-10 open questions; follow up questions can seek clarification.
 - Questions must also seek to assess KSBs not evidenced through the presentation and/or depth of understanding to assess performance against the criteria (across the range of available grades).

- Apprentices may refer to their presentation or presentation aides when answering the questions.
- EPAOs must produce sample questions as a guide for independent assessors.
- Independent assessors must assess the presentation and questioning using the grading criteria in Appendix 1.

Assessment Method 3: Interview.

The interview is a formal structured interview between the apprentice and the independent assessor. The employer may be present at the interview, but only to observe. The independent assessor will undertake the interview and must be the same independent assessor who observed the practical observation and the presentation. The interview is for the independent assessor to ask the apprentice questions in relation to:

- Knowledge, skills and behaviours in the standard as per Appendix 1
- Personal development and reflection

The interview should last for 90 minutes (+/- 10%). The independent assessor must ask a minimum of five open competency based questions. Below are examples of the types of question the independent 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 they believe will support their answers to questions in the interview. Examples of these products are: a client portfolio; data on their clients; their business plan containing examples of equipment they use.

EPA and Apprenticeship Grading

Performance in the EPA will determine the apprenticeship grade of fail, pass, or 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.

Independent assessors must individually grade each assessment method – fail, pass or distinction, according to the requirements set out in this plan. Restrictions on grading apply where apprentices re-sit/re-take an assessment method – see re-sit/re-take section below.

An independent assessor must combine the grades of all assessment methods to determine the EPA grade. To achieve an EPA Pass, apprentices must achieve a Pass or above in all assessment methods. To achieve an EPA Distinction, apprentices must achieve a Distinction in all assessment methods. See grading combinations table below.

Independent assessors' decisions must be subject to moderation by the EPAO – see internal quality assurance section below. Decisions must not be confirmed until after moderation.

The apprentice must pass all three assessment methods to gain a Pass grade.

- If they fail any one element, then they will get a Fail.
- They must gain a Distinction for all three assessment methods to gain a Distinction grade overall.

Practical Observation	Presentation	Interview	Final Grade Awarded
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

Resits/Retakes

Apprentices who fail one or more assessment method will be offered the opportunity to take a re-sit/retake. If an apprentice fails any part of the EPA the independent assessor will advise them whether a re-sit or a re-take is required.

A re-take requires the apprentice to undertake further learning and therefore would need to go through the gateway process again. A re-sit does not require further learning.

Re-sits or re-takes must be completed within 3 months from the last method or start of EPA period, otherwise the entire EPA must be re-sat/re-taken.

There is no limit to the number of re-sits or re-takes. This would be agreed by the employer.

An apprentice cannot choose to re-sit/re-take any part of the EPA in order to increase their grade from a Pass to a Distinction.

An apprentice requiring a re-sit, or a re-take can only achieve a pass (unless there are extenuating circumstances accounting for the original fail as confirmed by the EPAO, which must be taken into account).

Any appeals in relation to the outcome of the EPA will be managed by the apprentice's EPAO whose decision is final.

The Grading Criteria

The grading approach reflects:

- What constitutes being an outstanding personal trainer: someone who is not just 'good', but who also has the potential to improve quickly and someone who is prepared and able to go beyond the standard levels of performance.
- Market value to the sector: what employers across the sector would constitute as an outstanding and exemplary personal trainer, demonstrated in a way that is transferable across differing employers.

Independent assessors must reach a grading decision based on the criteria given below.

The tables below identify the grading criteria for each assessment method:

Practical Observation with question and answers			
Fail criteria – does not meet the apprenticeship standard	Pass criteria – meets the apprenticeship standard	Distinction criteria - in addition to meeting the pass criteria, will consistently perform above the required level for the role	KSB Reference
<ul style="list-style-type: none"> • Does not demonstrate technical competency. Does not demonstrate all exercises and activities covered in the range. 	<ul style="list-style-type: none"> • Demonstrates technical competency when instructing and demonstrating all exercises and activities as identified in the assessment range. 	<ul style="list-style-type: none"> • Demonstrates and adapts excellent communication skills appropriate to clients. 	<ul style="list-style-type: none"> • K5.1/2. S5.1/2. B1.1
<ul style="list-style-type: none"> • Does not apply effective time management 	<ul style="list-style-type: none"> • Applies effective time management throughout sessions. 	<ul style="list-style-type: none"> • Employs and showcases an enthusiastic and 	<ul style="list-style-type: none"> • B1.1

		inspiring coaching style	
<ul style="list-style-type: none"> Does not choose a suitable environment(s) to deliver the session. 	<ul style="list-style-type: none"> Chooses the suitable environment(s) as identified in the range to deliver the session. 	<ul style="list-style-type: none"> Illustrates effective rapport building with all clients 	<ul style="list-style-type: none"> S4.2. B2.1
<ul style="list-style-type: none"> Does not deliver a session that meets the needs of participants. 	<ul style="list-style-type: none"> Delivers session/s that meet the needs of participants using the exercises and activities identified in the range. 	<ul style="list-style-type: none"> Demonstrates and maintains high motivation levels in clients throughout the session 	<ul style="list-style-type: none"> K4.1. S4.1 K5.3
<ul style="list-style-type: none"> Does not use appropriate analysis techniques screening or with clients. 	<ul style="list-style-type: none"> Selects and modifies appropriate analysis techniques screening methods with the selected clients identified in range. 	<ul style="list-style-type: none"> Demonstrates innovative and appropriate analysis techniques screening and that meet client's needs. 	<ul style="list-style-type: none"> K4.2. S4.1 K9.1/2. S9.1/2
<ul style="list-style-type: none"> Does not use appropriate communication methods with clients. 	<ul style="list-style-type: none"> Selects and modifies appropriate communication methods with the selected clients identified in range. 	<ul style="list-style-type: none"> Demonstrates innovative and appropriate communication that meet client's needs. 	<ul style="list-style-type: none"> B 1.1. B 2.1
<ul style="list-style-type: none"> Does not employ appropriate and effective feedback techniques to keep clients motivated. 	<ul style="list-style-type: none"> Employs appropriate and effective feedback techniques to keep clients motivated. 	<ul style="list-style-type: none"> Employs professional behaviour with clients that is of the highest standard at all times. e.g. exemplary professional demeanour. 	<ul style="list-style-type: none"> K8.1. S8.1

Presentation with questions and answers			
Fail criteria – does not meet the	Pass criteria – meets the apprenticeship standard	Distinction criteria - in addition to meeting the pass criteria, will	KSB reference

apprenticeship standard		consistently perform above the required level for the role	
<ul style="list-style-type: none"> The personal trainer is not able to illustrate their offer or target client base. 	<ul style="list-style-type: none"> The personal trainer illustrates an overview of their offer and target client base 	<ul style="list-style-type: none"> The personal trainer demonstrate a clear and comprehensive overview of their offer with a clear brand strategy and target market 	<ul style="list-style-type: none"> K10.1/2. S10.1/2
<ul style="list-style-type: none"> The personal training offer/business is not built on sound health and fitness principles 	<ul style="list-style-type: none"> The personal trainer showcases an offer and business plan that is built on sound health and fitness principles 	<ul style="list-style-type: none"> The personal trainer can clearly articulate the core values of their personal training offer and business plan 	<ul style="list-style-type: none"> K10.1/2. S10.1/2
<ul style="list-style-type: none"> The personal trainer's programmes are not progressive, specific and do not provide clients with ownership of the programme 	<ul style="list-style-type: none"> The personal trainer demonstrates the implementation of training programmes that are progressive in nature, specific to individual needs/goals and provide clients with ownership over their own programme. 	<ul style="list-style-type: none"> The personal trainer demonstrates innovation in their training techniques, equipment and environments. 	<ul style="list-style-type: none"> K2.3. B2.3
<ul style="list-style-type: none"> The personal trainer does not demonstrate a professional working relationship with clients. 	<ul style="list-style-type: none"> The personal trainer demonstrates a professional working relationship with their client base. 	<ul style="list-style-type: none"> The personal trainer illustrates and shows a passion for the importance of encouraging healthy behaviours and takes a holistic approach towards client's health and fitness e.g. looks at the whole person rather than just their fitness goals. 	<ul style="list-style-type: none"> K2.3 B2.3
<ul style="list-style-type: none"> Does not demonstrate the effective use of technology. 	<ul style="list-style-type: none"> Demonstrate the effective use of technology. 	<ul style="list-style-type: none"> Demonstrate the use of innovative and new products 	<ul style="list-style-type: none"> K7.3 S7.3

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<ul style="list-style-type: none"> Cannot articulate a realistic strategy for growing their client base. 	<ul style="list-style-type: none"> Present a realistic strategy for growing their client base 	<ul style="list-style-type: none"> Confidently deliver a highly considered, detailed plan on how to grow their personal trainer offer/client base 	<ul style="list-style-type: none"> K10.1. S10.1 K10.3. S10.3
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Interview			
Fail criteria – does not meet the apprenticeship standard	Pass criteria – meets the apprenticeship standard	Distinction criteria - in addition to meeting the pass criteria, will consistently perform above the required level for the role	KSB reference
<ul style="list-style-type: none"> Cannot clearly articulate examples from the work place related to this standard 	<ul style="list-style-type: none"> Clearly articulate examples from the work place related to the standard 	<ul style="list-style-type: none"> Show an extensive understanding of the skills and behaviours required to be a successful personal trainer 	<ul style="list-style-type: none"> S1.1
<ul style="list-style-type: none"> Cannot provide reasonable examples 	<ul style="list-style-type: none"> Provide reasonable examples of all questions related to the standard 	<ul style="list-style-type: none"> Provide examples of how they have consistently supported clients to achieve their goals and improve their overall health and well being 	<ul style="list-style-type: none"> B2.2
<ul style="list-style-type: none"> Cannot effectively evaluate own performance. 	<ul style="list-style-type: none"> Provide effective evaluation of their own performance, including behaviours, identifying areas where they have taken the opportunity to improve 	<ul style="list-style-type: none"> Show how they have consistently maintained a high level of professional practice and continued to develop their own practice 	<ul style="list-style-type: none"> K8.2. S8.2
<ul style="list-style-type: none"> Cannot effectively demonstrate knowledge of 	<ul style="list-style-type: none"> Has a basic understanding of Anatomy, Physiology & 	<ul style="list-style-type: none"> Understands anatomy, physiology and kinesiology and 	<ul style="list-style-type: none"> K1.1

anatomy, physiology and kinesiology.	Kinesiology and can explain the effects of short and long term exercise.	can explain complex theories relating to human movement.	
<ul style="list-style-type: none"> Does not demonstrate evidence of behaviour change with any clients 	<ul style="list-style-type: none"> Demonstrates evidence of behaviour change with some clients 	<ul style="list-style-type: none"> Demonstrates evidence of behaviour change with all clients 	<ul style="list-style-type: none"> K2.1/2. S2.1/2.
<ul style="list-style-type: none"> Does not understand a range of basic medical conditions and their impact upon a client's lifestyle 	<ul style="list-style-type: none"> Gives appropriate support, advice and guidance to clients regarding medical conditions. 	<ul style="list-style-type: none"> Gives appropriate support, advice and guidance to clients regarding medical conditions and the impact they have on their lifestyle/exercise regime. 	<ul style="list-style-type: none"> K3.1. S3.1. K3.2. S3.2
<ul style="list-style-type: none"> Does not use IT, data and technology to improve the client experience. 	<ul style="list-style-type: none"> Uses IT, data and technology to improve the client experience. 	<ul style="list-style-type: none"> Shows innovation in the use of IT, data and technology to improve the client experience. 	<ul style="list-style-type: none"> K7.1/2 S7/1/2
<ul style="list-style-type: none"> Does not apply nutritional guidance in a client's plan 	<ul style="list-style-type: none"> Applies nutritional guidance based on sound principles within a client's plan 	<ul style="list-style-type: none"> Applies nutritional guidance to a client's plan based on comprehensive screening and analysis. 	<ul style="list-style-type: none"> K6.1/2. S6.1/2

Professional body recognition

On successful completion of this apprenticeship the Personal Trainer will be eligible to apply to become a Personal trainer practitioner member of the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) and a Member of the Register of Exercise Professionals (REPS). This is incorrect and it should be Personal trainer Practitioner Member

Summary of Roles and Responsibilities

Employer	<ul style="list-style-type: none"> To arrange and provide training and experiences for the apprentice to gain the knowledge, skills and behaviours specified in the apprenticeship standard. To sign off the apprentice as consistently working at or above the level of the standard (employer gateway). To arrange for and support EPA for apprentices who have passed through the employer gateway. Is not involved in the EPA process or decision on final grade awarded.
Training provider	<ul style="list-style-type: none"> To train the apprentice in the knowledge, skills and behaviours required in the apprenticeship standard (as requested by and agreed with the employer). Is not involved in the EPA process or decision in final grade awarded.
Independent assessor	<ul style="list-style-type: none"> Carries out independent assessment of the apprentice and makes the final decision on whether the apprentice meets the knowledge, skills and behaviours in the standard. Assesses the practical observation with Q&A, presentation with Q&A, and the interview, and awards a Fail, Pass or Distinction. Attends annual standardisation events. Undertakes ongoing CPD
End-Point Assessment Organisation	<ul style="list-style-type: none"> Registered on the ESFA Register of End-Point Assessment Organisations (RoEPAO). Provides guidance for apprentices, training providers and employers on EPA. Develops assessment instruments and materials for collecting and measuring evidence. Recruits, and if required, trains independent assessors. Has effective quality assurance and quality control processes in place that support valid assessments. Is not involved in on-programme activities

End-point assessment organisation (EPAO)

EPA must be conducted by an organisation approved to offer services against this standard, as selected by the employer, from the Education & Skills Funding Agency's (ESFA) Register of End-Point Assessment Organisations (RoEPAO).

The Personal Trainer apprenticeship standard defines what is required in terms of knowledge, skills and behaviours and it is essential that it is referred to throughout all the assessment activities. All independent assessors and others involved with implementing the EPA must be familiar with its content.

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Internal quality assurance (IQA)

End-Point Assessment Organisations (EPAOs) must have in place a robust mechanism for internal quality assurance. This should include the ongoing monitoring and support of the independent assessment team, including regular standardisation meetings.

EPAOs for this standard must operate as a minimum the following:

- Operate moderation of assessment activity and decisions, through examination of documentation and observation of activity, with a minimum of 5% or where less than 5 learners have been assessed 100% of each independent assessors' assessments are moderated.
- Appoint independent assessors and panel members that meet the requirements as detailed in this plan.
- Produce assessment tools and supporting materials for EPA that follow best assessment practice.
- Provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading.
- Have quality assurance systems and procedures that support fair, reliable and consistent assessment over time across the organisation.
- Operate regular standardisation events that enable independent assessors to attend a minimum of one event per year.
- Have a robust appeals procedure in place.

In order to ensure consistency and ensure employer's confidence in the apprentice's assessment in different parts of the country, at different times, by different independent assessors, all EPAOs have a responsibility to ensure sufficient standardisation events are attended and Continuing Professional Development (CPD) requirements are met. Independent assessors involved in the assessment of this apprenticeship must be specialists in the field and occupationally competent. Independent assessors must be registered with an EPAO.

All assessment tools must be developed by the EPAO and updated as a minimum on an annual basis.

Internal quality assurance must be completed by an appropriately qualified person, and that person must not have been involved in any aspect of the delivery or assessment of the programme they are quality assuring.

All independent assessors must:

- Hold a personal training qualification at level 3 or higher.

- Hold a recognised workplace assessment qualification that addresses the assessment of both skills and knowledge. For example:
 - Level 3 Certificate in Assessing Vocational Achievement (CAVA), or A1, or D32/33
 - Or
 - Qualified Teacher Status (QTLS or QTS)
- Have at least 12 months' experience of responsibility for the workplace competence assessment of personal trainer
- Undertake and record planned and relevant Continuous Professional Development. A minimum of 24 hours per annum is expected covering both vocational and assessment competence.
- Have sufficient resources to carry out the role of an independent assessor, i.e. time, budget.

External quality assurance

External quality assurance will be carried out by the CIMSPA (Chartered Institute for the Management of Sport and Physical Activity), the Sector Professional Body.

Implementation

The approach to the design of this apprenticeship offers a cost-effective and deliverable solution to assessment for an SME and/or a large organisation from the private, public or third sector. Cost effectiveness has been increased in several ways, including:

- The practical observation should be observed in the work-place where time and any associated materials will not result in additional expenditure for the business
- The presentation, where practically possible, will be held at the employer's premises utilising the necessary IT equipment
- Use of interview with the independent assessor enables assessment to be closely tied and referenced to real work activity and thus ensuring that assessment decisions are based on genuine work performance and aligned to the Standard
- The use of all on-site activity allows cost efficiency of travel and expenses for both the apprentice and independent assessor

This will be 10-20% of the maximum funding band. In drawing up these costs the affordability and feasibility of the end-point assessment were considered including the option of undertaking the session planning discussions by video conferencing link.

The anticipated uptake of the apprenticeship in the first year is 120 starts and remaining at 120 starts per year once the apprenticeship is fully established.

Appendix 1: Assessment Method by Element of the Standard – Personal Trainer Apprenticeship

The end-point assessment methods will be as below:

Key: End-Point Assessment Method:

PO	Practical Observation
PR	Presentation
INT	Interview

	Knowledge and understanding (know it)	EPA	Skills	EPA	Behaviours	EPA
1. Anatomy, Physiology & Kinesiology	K1.1 Human movement such as biomechanics, anatomy and physiology such as the cardiorespiratory, musculoskeletal, nervous and endocrine systems and the implications of long and short	INT	S1.1 Ability to apply appropriate methods and techniques to facilitate clients' desired physiological goals.	INT	B1.1. 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.	PO INT

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	term exercise on these systems.					
2. Lifestyle management and client motivation	K2.1 The range of factors that contribute to an individual's lifestyle such as dietary intake, stress, fatigue, alcohol and levels of physical activity.	INT	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.	INT	B2.1 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.	PO INT
	K2.2. How to assess clients' readiness to change their behaviour and how to apply a range of appropriate change strategies.	INT	S2.2 Implement a range of theories relating to client motivation and behaviour change.	INT	B2.2 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	PO INT

					reflect excellence in your profession.	
	K2.3 How to create a positive environment that motivates and empowers clients, promotes adherence to a behaviour change programme and meets their desired goals.	PR		PR	B2.3 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.	PO INT
3. Health and wellbeing	K3.1 Common occurring medically controlled diseases and health conditions affecting the nation such as hypertension, obesity, cardiac pulmonary disease	INT	S3.1 Identify commonly occurring conditions and provide information, advice and support to clients where required.	INT		

	and diabetes and how these may impact on a client's lifestyle.					
	K3.2 The principles and processes which underpin the assessment of medical readiness to exercise, what conditions exercise can be prescribed for and what conditions would be more appropriately signposted to relevant appropriate professionals for specialist information and guidance.	INT	S3.2 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.	INT		
4. Exercise programme design	K4.1 How to select and administer appropriate lifestyle assessments such as	PO/PR	S4.1 Design, tailor and coach an effective exercise programme, using appropriate equipment. Continuously monitor and review the effectiveness of the exercise programme	PO/PR		

and delivery	measurements of blood pressure, resting heart rate, strength, flexibility and aerobic endurance to gain the information required to develop an effective and personalised exercise programme.		to ensure it is engaging, varied and progressive to clients' needs and goals, whilst following the principles of training and exercise science.			
	K4.2 How to undertake client screening effectively and know the principles behind the design of an exercise programme, taking into account medically controlled diseases and health conditions that may need special consideration or referral when determining the	PO	S4.2 Develop and deliver exercise sessions in environments other than the gym to individuals and small groups. Review and evaluate the effectiveness of these exercise programmes and amend accordingly.	PO		

	programmes appropriateness.					
5. Exercise technique	K5.1 Current and advanced fitness training techniques including cardiovascular, resistance and functional exercise.	PO	S5.1 Correctly demonstrate a wide range of exercise techniques, carry out reviews and advise clients on their performance and apply suitable adaptations for those at different levels of fitness.	PO		
	K5.2 How to observe a client's movement, identify incorrect technique and demonstrate the correct and safe way to perform exercises.	PO	S5.2 Analyse clients' performance and apply suitable adaptations, regressions, progressions and corrective strategies to ensure continued success.	PO		
	K5.3 How to adapt exercise technique based on clients' fitness and conditioning.	PO		PO		

6. Nutrition	K6.1 The principles of nutrition including current government guidelines, as well as evidence-based recommendations for nutritional strategies for a range of fitness goals such as weight management, fat loss, hypertrophy, sports performance.	INT	S6.1 Analyse client's dietary habits and identify areas for improvement.	INT		
	K6.2 The importance of a nutritionally balanced diet as part of a healthy lifestyle and how to encourage clients to make good food choices educating them where possible.	INT	S6.2 Apply nutritional principles when developing exercise and lifestyle programmes for clients.	INT		
	K7.1 How to use IT systems to support	INT	S7.1 Ensure the use of appropriate IT systems to support and manage all aspects of a	INT		

7. Information Technology	effective business planning and delivery.		personal training business such as record keeping, sales and invoicing, client and group management, class scheduling, retention levels and session reminders.			
	K7.2 How to monitor and interpret data. How to use a variety of available systems to support, enhance and manage the assessment, analysis and implementation of client's exercise programmes.	INT	S7.2 Manage the effectiveness of a client's exercise programme using appropriate available systems.	INT		
	K7.3 How technological advancements such as pedometers, heart rate monitors, video games and mobile phone applications, can help clients increase their activity levels, stay	PR	S7.3 Use appropriate products to support and manage clients effectively. Present, analyse and interpret data and information in line with professional practice.	PR		

	motivated and focused.					
8. Professional practice	K8.1 Recognised good practice for personal trainers in the industry through professional ethics, values and appropriate legislation such as data protection and confidentiality, supporting the health, safety and welfare of clients and others at all times.	INT	S8.1 Provide a high standard, client focused service through excellence in the fitness environment and application of best practice such as injury prevention and risk management.	INT		
	K8.2 How to develop self by maintaining a high level of industry knowledge through regular related professional development.	INT	S8.2 Demonstrate tact and discretion when handling client data, adhering to relevant legislation.	INT		

9. Communication	K9.1 A range of techniques to effectively communicate and engage with clients.	PO	S9.1 Ability to effectively communicate with clients using a range of techniques.	PO		
	K9.2 The importance of communication skills and the different strategies that can be used to adapt own communication style to suit client's personality and needs.	PO	S9.2 Be able to interpret and evaluate communication and adapt own communication styles in order to encourage and motivate clients to achieve their goals.	PO		
10. Business acumen	K10.1 A variety of effective marketing strategies, the importance of conducting research and the key factors that influence a marketing plan.	INT	S10.1 Ability to implement and adapt strategies to successfully gain and retain clients, ensuring the development and sustainability of the client base.	INT		

	K10.2 The principles of business planning and how to grow and develop a personal training client base in order to successfully achieve individual and organisational goals.	PR	S10.2 Plan and regularly review business performance to meet business goals and targets whilst identifying areas for improvement.	PR		
	K10.3 How to create, maintain, monitor and interpret financial data, and promote activities which support business objectives and growth.	PR	S10.3 Implement a variety of effective marketing strategies to engage prospective clients. Ability to promote and sell products and personal training services.	PR		

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