



# Model Curriculum

**QP Name: Personal Fitness Trainer**

**QP Code: SPF/Q1109**

**QP Version: 1.0**

**NSQF Level: 5**

**Model Curriculum Version: 1.0**

Sports, Physical Education, Fitness and Leisure Sector Skill Council  
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# Training Parameters

<b>Sector</b>	Sports
<b>Sub-Sector</b>	Sports Coaching and Fitness
<b>Occupation</b>	Sports Coaching
<b>Country</b>	India
<b>NSQF Level</b>	5
<b>Aligned to NCO/ISCO/ISIC Code</b>	NCO-2015/3423.9900
<b>Minimum Educational Qualification and Experience</b>	12th Class/I.T.I with 2 Years of experience in fitness industry OR Certificate-NSQF (Level 4- Fitness Trainer) with 3 Years of experience in fitness industry
<b>Pre-Requisite License or Training</b>	NA
<b>Minimum Job Entry Age</b>	20 years
<b>Last Reviewed On</b>	16/12/2020
<b>Next Review Date</b>	16/12/2025
<b>NSQC Approval Date</b>	27/05/2021
<b>QP Version</b>	1.0
<b>Model Curriculum Creation Date</b>	16/12/2020
<b>Model Curriculum Valid Up to Date</b>	16/12/2025
<b>Model Curriculum Version</b>	1.0
<b>Minimum Duration of the Course</b>	444 Hours
<b>Maximum Duration of the Course</b>	500 Hours

# Program Overview

This section summarizes the end objectives of the program along with its duration.

## Training Outcomes

At the end of the program, the learner should have acquired the listed knowledge and skills.

- Conduct health and fitness assessment of the client.
- Create personal fitness training plan for the client.
- Conduct workout sessions to develop specific fitness requirements of the client.
- Guide clients to choose the correct equipment and machines required for their specific workout.
- Demonstrate correct forms, posture, and techniques to make exercise effective and injury free.
- Conduct periodic fitness evaluation of the client to identify improvements.
- Follow safety protocols for injury prevention and medical emergency.
- Maintain hygiene and sanitation at the gym.

## Compulsory Modules

The table lists the modules, their duration and mode of delivery.

NOS and Module Details	Theory Duration	Practical Duration	On-the-Job Training Duration (Mandatory)	On-the-Job Training Duration (Recommended)	Total Duration
<b>Bridge Module</b>	<b>04:00</b>	<b>04:00</b>			<b>08:00</b>
Module 1: Introduction to personal fitness training	04:00	04:00			08:00
<b>SPF/N1126 – Plan personal fitness training program NOS Version No. 1.0 NSQF Level 5</b>	<b>24:00</b>	<b>72:00</b>	<b>8:00</b>	<b>8:00</b>	<b>112:00</b>
Module 2: Recommend a personal fitness training program	24:00	72:00	8:00	8:00	112:00
<b>SPF/N1127 – Implement personal fitness training program NOS Version No. 1.0 NSQF Level 5</b>	<b>72:00</b>	<b>124:00</b>	<b>16:00</b>	<b>16:00</b>	<b>228:00</b>
Module 3: Conduct personal fitness training to meet specific goals	72:00	124:00	16:00	16:00	228:00
<b>SPF/N1128 – Evaluate the personal fitness training program NOS Version No. 1.0 NSQF Level 5</b>	<b>32:00</b>	<b>56:00</b>	<b>16:00</b>	<b>16:00</b>	<b>120:00</b>

Module 4: Review personal fitness training program	32:00	56:00	16:00	16:00	120:00
<b>SPF/N1122 - Maintain health and safety NOS Version No. 1.0 NSQF Level 5</b>	<b>16:00</b>	<b>24:00</b>	<b>8:00</b>	<b>8:00</b>	<b>56:00</b>
Module 5: Identify potential risks and respond to medical emergencies	8:00	12:00	4:00	4:00	28:00
Module 6: Maintain hygiene and sanitation	8:00	12:00	4:00	4:00	28:00
<b>SGJ/Q1702 - Optimize resource utilization at workplace NOS Version No. 1.0 NSQF Level 5</b>	<b>8:00</b>	<b>8:00</b>	<b>8:00</b>	<b>8:00</b>	<b>32:00</b>
Module 7: Create an environmentally sustainable workplace	8:00	8:00	8:00	8:00	32:00
<b>Total Duration</b>	<b>156:00</b>	<b>288:00</b>	<b>56:00</b>	<b>56:00</b>	<b>556:00</b>

# Module Details

## Module 1: Introduction to personal fitness training

### Bridge Module

#### Terminal Outcomes:

- Describe the skills required to be a personal fitness trainer.
- Discuss the career opportunities of a personal fitness trainer.

<b>Duration:</b> 04:00	<b>Duration:</b> 04:00
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• State the role and responsibilities of a personal fitness trainer.</li> <li>• Discuss the qualities of a personal fitness trainer.</li> <li>• List the career opportunities of a personal fitness trainer.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a career progression chart of a personal fitness trainer.</li> <li>• Role-play to highlight the important non-technical skills required to succeed as a personal fitness trainer (communication, presentation, grooming, etiquette, etc.)</li> </ul>
<b>Classroom Aids:</b>	
Laptop, whiteboard, marker, projector, chart paper, clipboards	
<b>Tools, Equipment and Other Requirements</b>	
NA	

## Module 2: Recommend a personal fitness training program

*Mapped to SPF/N1126, v1.0*

### Terminal Outcomes:

- Identify types of health and fitness assessments.
- Design a personalized fitness program.

<i>Duration: 24:00</i>	<i>Duration: 56:00</i>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Explain the types of preliminary assessments to be conducted before planning for a personal fitness program.</li> <li>• Explain the significance of planning the personal fitness program as per client's ability.</li> <li>• Discuss the importance of maintaining the client's information confidential.</li> <li>• Define SMART planning.</li> <li>• Discuss the strategies to prevent clients' dropout from the program.</li> <li>• List the sources of a balanced food for as per client's requirement (generic guidance).</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate ways to identify postural deformities.</li> <li>• Demonstrate tests to assess mobility and range of motion.</li> <li>• Demonstrate tests to assess cardiovascular endurance, muscle strength, flexibility and BMI.</li> <li>• Prepare a sample plan for personal fitness program.</li> <li>• Role play to explain the demands of the program to clients ( program intensity, consistency, assessment, etc.)</li> <li>• Create samples of daily workout and generic diet chart for the client.</li> </ul>
<b>Classroom Aids:</b>	
Laptop, whiteboard, marker, projector, chart paper, clipboards, posters of human muscular and skeletal system	
<b>Tools, Equipment and Other Requirements</b>	
Gym mats, treadmill, stationary bikes, free weights, machine assisted weights, medicine ball, swiss ball, weights rack, first aid kit, height & weight chart.	

## Module 3: Conduct personal fitness training to meet fitness goals

### Mapped to SPF/N1127, v1.0

#### Terminal Outcomes:

- Conduct workout sessions to develop different components of fitness (endurance, strength, flexibility).
- Demonstrate the correct technique to get better results from the workout session.
- Monitor workout sessions to ensure gym users comply to the best practices of fitness training.

<b>Duration: 36:00</b>	<b>Duration: 88:00</b>
<p><b>Theory – Key Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Explain the types of workout and their benefits.</li> <li>• Identify machines and equipment for the workout to develop specific fitness need – endurance, strength, etc.</li> <li>• Recall the specifics such as, number of repetitions, intensity for different exercises (cardiovascular capacity, strength, etc.)</li> <li>• Recall the effectiveness of High Intensity Interval Training (HIIT)</li> <li>• Discuss the factors affecting the fitness levels of the client.</li> <li>• Discuss ways to identify if the client is uncomfortable to perform the physical activities.</li> <li>• Discuss inappropriate behaviour and sexual harassment at workplace.</li> </ul>	<p><b>Practical – Key Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Demonstrate fat loss, endurance and strength development workouts.</li> <li>• Demonstrate workout to develop functional mobility.</li> <li>• Demonstrate correct forms, posture, and techniques to make workout effective and injury free.</li> <li>• Demonstrate proper warm up and cool down exercises.</li> <li>• Apply gender-sensitive, non-discriminatory language.</li> <li>• Role play trainer and client interaction– usage of motivational techniques such as positive phrases, feedbacks on areas of improvement, etc. to help clients retain interest in training.</li> </ul>
<p><b>Classroom Aids:</b></p> <p>Laptop, whiteboard, marker, projector, chart paper, clipboards, posters of human muscular and skeletal system</p>	
<p><b>Tools, Equipment and Other Requirements</b></p> <p>Gym mats, treadmill, stationary bikes, free weights, machine assisted weights, medicine ball, swiss ball, weights rack, first aid kit</p>	

## Module 4: Review personal fitness training program

*Mapped to SPF/N1128, v1.0*

### Terminal Outcomes:

- Conduct comparative assessment to evaluate the fitness progress of the client.
- Identify client's areas of improvement, if any, and re-plan the fitness program.
- Identify areas of strength and improvement as a personal fitness trainer.

<b>Duration: 32:00</b>	<b>Duration: 56:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the importance of conducting an end-line assessment.</li> <li>• Recall health and fitness assessments to be conducted to re-evaluate the fitness progress of the clients.</li> <li>• Discuss ways to identify slow progress of clients' fitness levels and ways to realign goals.</li> <li>• Discuss the importance of collecting feedback on methods of training.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate tests to re-assess posture, mobility and range of motion.</li> <li>• Demonstrate tests to re-assess cardiovascular capacity, strength, etc.</li> <li>• Create a sample comparative (pre-post) fitness assessment report of the clients.</li> <li>• Create samples of self-evaluation forms for the clients.</li> <li>• Analyze given fitness reports against the goal and recommend the next steps.</li> <li>• Design a sample feedback form to collect feedback from clients on methods of training delivery.</li> <li>• Prepare sample development plans based on the analysis of strengths &amp; weaknesses of a clients.</li> </ul>
<b>Classroom Aids:</b>	
Laptop, whiteboard, marker, projector, chart paper, clipboards, posters of human muscular and skeletal system	
<b>Tools, Equipment and Other Requirements</b>	
Gym mats, treadmill, stationary bikes, free weights, machine assisted weights, medicine ball, swiss ball, weights rack, first aid kit	

## Module 5: Identify potential risks and respond to medical emergencies

*Mapped to SPF/N1122, v1.0*

### Terminal Outcomes:

- Maintain standards of hygiene and sanitation
- Identify medical emergencies.

<b>Duration: 8:00</b>	<b>Duration: 12:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Discuss the common types of injuries that might occur during a workout.</li> <li>• Explain the steps to be followed during medical emergencies.</li> <li>• Explain the factors that lead to injuries during the workout.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate ways to find if the injury is major or minor.</li> <li>• Demonstrate the process of administering first aid for common injuries.</li> <li>• Perform CPR (Cardio-Pulmonary Resuscitation)</li> <li>• Demonstrate emergency evacuation procedure and protocol in case of fire or natural disaster.</li> </ul>
<b>Classroom Aids:</b>	
Laptop, whiteboard, marker, projector, chart paper, clipboards, sample performance report	
<b>Tools, Equipment and Other Requirements</b>	
First aid kit, stretcher, arm-sling, crutches	

## Module 6: Maintain hygiene and sanitation

*Mapped to SPF/N1122, v1.0*

### Terminal Outcomes:

- Create healthy and hygienic environment for gym users.

<b>Duration: 8:00</b>	<b>Duration: 12:00</b>
<p><b>Theory – Key Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Recall the importance of hygiene and sanitation regulatory at workplace.</li> <li>• Discuss the ways to maintain personal hygiene before and after the workout.</li> <li>• Identify the sanitizing agents which are safe for both machinery and equipment.</li> <li>• Identify the sanitizing agents safe for the gym users.</li> <li>• Discuss ways to promote a safe and interactive environment.</li> </ul>	<p><b>Practical – Key Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Demonstrate hygiene and sanitation checks of work area and equipment.</li> <li>• Prepare a sample report on maintenance of hygiene and sanitation at workplace.</li> <li>• Demonstrate ways to sanitize equipment and machinery before and after the usage.</li> <li>• Draft a sample report for advanced hygiene and sanitation issues to appropriate authority.</li> </ul>
<p><b>Classroom Aids:</b></p> <p>Laptop, whiteboard, marker, projector, chart paper, clipboards</p>	
<p><b>Tools, Equipment and Other Requirements</b></p> <p>Alcohol-based sanitizer, surface disinfectant</p>	

## Module 7: Create an environmentally sustainable workplace

Mapped to SGJ/N1702, v1.0

### Terminal Outcomes:

- Identify effective waste management techniques at the workplace.
- Ways to make the workplace environmentally sustainable.

<b>Duration: 8:00</b>	<b>Duration: 8:00</b>
<b>Theory – Key Learning Outcomes</b>	<b>Practical – Key Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Recognize the environment-friendly materials available to replace conventional materials.</li> <li>• Discuss ways of disposing non-recyclable waste appropriately.</li> <li>• Explain common sources of pollution and ways to minimize it.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare statutory documents relevant to safety and hygiene.</li> <li>• Demonstrate the methods of disposing non-recyclable waste.</li> <li>• Report malfunctioning. (fumes/sparks/emission/vibration/noise) and lapse in maintenance of equipment.</li> </ul>
<b>Classroom Aids:</b>	
Laptop, whiteboard, marker, projector, chart paper, clipboards	
<b>Tools, Equipment and Other Requirements</b>	
Gloves, safety goggles, ladder	

## Module 8: On-the-Job Training

### Mapped to Personal Fitness Trainer

<b>Mandatory Duration: 56:00</b>	<b>Recommended Duration: 56:00</b>
<b>Location: On Site</b>	
<b>Terminal Outcomes</b>	
<ul style="list-style-type: none"><li>• Plan a personal fitness training program.</li><li>• Conduct health and fitness assessments.</li><li>• Identify equipment, training area and other resources required for fitness training.</li><li>• Identify types of gym equipment.</li><li>• Conduct workouts to develop specific fitness.</li><li>• Demonstrate ways of communicating with participants using gender-sensitive, non-discriminatory language.</li><li>• Practice effective waste management techniques at the workplace.</li></ul>	

# Annexure

## Trainer Requirements

Trainer Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training Experience		Remarks
		Years	Specialization	Years	Specialization	
Class 12 <sup>th</sup> pass	Fitness and conditioning	Minimum of 1 year	Must have worked in a fitness industry as a gym assistant/fitness trainer/group fitness trainer.	Minimum of 1 year	Course instructor of personal/group fitness training program	The personal fitness trainer must be physically fit with good communication skills. The individual must be detail-oriented and attentive.

Trainer Certification	
Domain Certification	Platform Certification
“Personal Fitness Trainer” “SPF/Q1109, v1.0” Minimum accepted score is 80%	MEP/Q2601, V1.0 Minimum accepted score is 80%

## Assessor Requirements

Assessor Prerequisites						
Minimum Educational Qualification	Specialization	Relevant Industry Experience		Training/Assessment Experience		Remarks
		Years	Specialization	Years	Specialization	
Class 12 <sup>th</sup> pass	Fitness and conditioning	Minimum of 2 years	Must have worked in a fitness industry	Minimum of 1 years	Course instructor of personal/ group fitness training program	All empaneled Assessors would have to undergo “Train the Assessor” Program conducted by SPEFL SC for each job role time to time.

Assessor Certification	
Domain Certification	Platform Certification
“Personal Fitness Trainer” “SPF/Q1109, v1.0” Minimum accepted score is 80%	MEP/Q2701, v1.0 Assessor Minimum accepted score is 80%

## Assessment Strategy

### Assessment Guidelines

1. Criteria for assessment for each Qualification Pack will be created by the SPEFL - Sector Skill Council. Each Performance Criteria (PC) will be assigned marks proportional to its importance in NOS. SSC will also lay down the proportion of marks for Theory and Skills Practical for each PC.
2. The assessment for the theory part will be based on the knowledge bank of questions created by the SSC.
3. Assessment will be conducted for all compulsory NOS, and where applicable, on the selected elective/option NOS/set of NOS.
4. Individual assessment agencies will create unique question papers for the theory part for each candidate at each examination/training centre as per assessment criteria below.
5. Individual assessment agencies will create unique evaluations for skill practical for every student at each examination/ training centre based on these criteria.
6. To pass the Qualification Pack assessment, every trainee should score a minimum of 70% of % aggregate marks to successfully clear the assessment.
7. In case of unsuccessful completion, the trainee may seek reassessment on the Qualification Pack.

### Recommended Pass % aggregate for QP: 70

Each NOS in the Qualification Pack (QP) will be assigned a relative weightage for assessment based on the criticality of the NOS. Therein each Performance Criteria in the NOS will be assigned marks for or practical based on relative importance, criticality of function and training infrastructure.

The following tools are proposed to be used for final assessment:

1. **Practical Assessment:** This will comprise of a creation of mock environment in the skill lab which is equipped with all equipment's required for the qualification pack. Candidate's soft skills, communication, aptitude, safety consciousness, quality consciousness etc. will be ascertained by observation and will be marked in observation checklist. The product will be measured against the specified dimensions and standards to gauge the level of his skill achievements.
2. **Viva/Structured Interview:** This tool will be used to assess the conceptual understanding and the behavioural aspects as regards the job role and the specific task at hand. It will also include questions on safety, quality, environment, and equipment, etc.
3. **Written Test:** Under this test few key items which cannot be assessed practically will be assessed. The written assessment will comprise of:
  - i. True / False Statements
  - ii Multiple Choice Questions
  - iii Matching Type Questions.
  - iv Fill in the blanks

## Accreditation of Assessing Body:

The SPEFL SC's Accreditation process is divided into two steps:

### 1. **Pre-accreditation process:**

- Apply for Accreditation: Application form with desired documents in prescribed format to be sent.
- Document Compliance: to be done for ensuring the compliance and adherence of applied assessing body according to criteria laid down by SPEFL SC.
- Presentation on Quality Assurance: to be given by Assessing body highlighting the quality assurance process laid down by Assessing body at the process points.
- Once the assessing body clears the due diligence process, the accreditation is given along with terms and conditions.

### 2. **Post-accreditation process:** Post accreditation, the accredited assessing bodies needs to fulfil following minimum eligibility criteria or requisites for implementation:

- All Empanelled Assessors would have to undergo "**Train the Assessor**" Program conducted by SPEFL SC for each job role time to time.
- Accredited Assessing Body would have to abide with requisite timelines, policies and regulations declared by SPEFL sector skill council.
- Accredited Assessing Body with times would have to contribute to expansion of the questionnaire.

## References

## Glossary

Term	Description
<b>Key Learning Outcome</b>	Key learning outcome is the statement of what a learner needs to know, understand and be able to do in order to achieve the terminal outcomes. A set of key learning outcomes will make up the training outcomes. Training outcome is specified in terms of knowledge, understanding (theory) and skills (practical application).
<b>OJT (M)</b>	On-the-job training (Mandatory); trainees are mandated to complete specified hours of training on site
<b>OJT (R)</b>	On-the-job training (Recommended); trainees are recommended the specified hours of training on site
<b>Training Outcome</b>	Training outcome is a statement of what a learner will know, understand and be able to do upon the completion of the training.
<b>Terminal Outcome</b>	Terminal outcome is a statement of what a learner will know, understand and be able to do <b>upon the completion of a module</b> . A set of terminal outcomes help to achieve the training outcome.

## Acronyms and Abbreviations

Term	Description
QP	Qualification Pack
NSQF	National Skills Qualification Framework
NSQC	National Skills Qualification Committee
NOS	National Occupational Standards