



# Programming personal training with clients

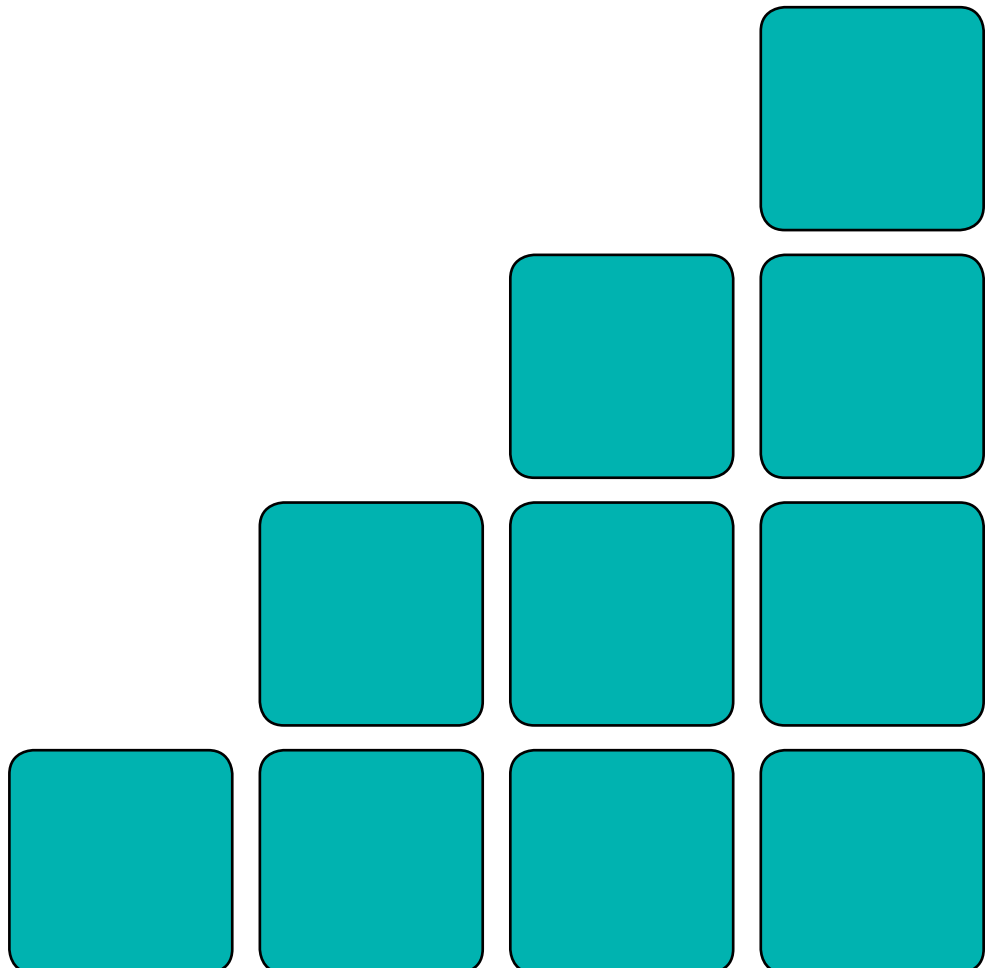
UV30540

F/600/9052

Learner name:

Learner number:

VRQ





# UV30540

## Programming personal training with clients

It is the aim of this unit to develop the knowledge, understanding and skills that you need to design, manage, and adapt a personal training programme with apparently healthy adults of all ages.

Level

**3**

Credit value

**7**

GLH

**47**

Observation(s)

**1**

External paper(s)

**0**



# Programming personal training with clients

## Learning outcomes

On completion of this unit you will:

1. Be able to collect information about clients
2. Be able to agree goals with clients
3. Be able to plan a personal training programme with clients
4. Be able to manage a personal training programme
5. Be able to review progress with clients
6. Be able to adapt a personal training programme with clients
7. Understand how to prepare personal training programmes
8. Understand the importance of long term behaviour change for personal training
9. Understand the principles of collecting information to plan a personal training programme
10. Understand how to screen clients prior to a personal training programme
11. Understand how to identify personal training goals with clients
12. Understand how to plan a personal training programme with clients
13. Understand how to adapt a personal training programme with clients

## Evidence requirements

1. *Environment*  
Evidence for this unit must be gathered in a real or realistic working environment.
2. *Simulation*  
Simulation is not allowed in this unit.
3. *Observation outcomes*  
Competent performance of 'Observation' outcomes must be demonstrated to your assessor on **at least one occasion**.
4. *Range*  
All ranges must be competently demonstrated.
5. *Knowledge outcomes*  
There must be evidence that you possess all the knowledge and understanding listed in the 'Knowledge' section of this unit. This evidence may include projects, assignments, case studies, reflective accounts, oral/written questioning and/or other forms of evidence.
6. *Tutor/Assessor guidance*  
You will be guided by your tutor/assessor on how to achieve learning outcomes and ranges in this unit. All outcomes and ranges must be achieved.
7. *External paper*  
There is no external paper requirement for this unit.
8. *Personal training programme*  
You must produce a 12-week (minimum) personal training programme. This must be evidenced in your portfolio.

# Achieving observations and range

## Achieving observation outcomes

Your assessor will observe your performance of practical tasks. The minimum number of observations required is indicated in the evidence requirements section of this unit.

Criteria may not always naturally occur during a practical observation. In such instances you will be required to produce other forms of evidence or asked questions to demonstrate your competence in this area. Your assessor will document the criteria that have been achieved through oral questioning.

Your assessor will sign off an outcome when all criteria have been competently achieved.

## Achieving range

The range section indicates what must be covered. Ranges should be practically demonstrated as part of an observation. All ranges must be covered.

Your assessor will document the portfolio reference once a range has been competently achieved.

## Twelve-week personal training programme

A 12-week personal training programme must be produced to achieve this unit.

Your assessor will complete the table below when when the 12-week personal training programme has been completed and is documented in your portfolio of evidence.

Date achieved	Assessor initials



# Observations

## Outcome 1

### Be able to collect information about clients

You can:

- a. Establish a rapport with the client
- b. Explain own role and responsibilities to clients
- c. Collect the information needed to plan a programme using appropriate methods, to include physical/fitness assessments
- d. Show sensitivity and empathy to clients and the information they provide
- e. Record the information using appropriate formats in a way that will aid analysis
- f. Treat confidential information correctly

\* May be assessed through oral questioning.

Observation	1	Optional	Optional
Date achieved			
Criteria questioned orally			
Portfolio reference			
Assessor initials			
Learner signature			



## Outcome 2

### Be able to agree goals with clients

You can:

- a. Work with clients to agree short, medium and long term goals appropriate to their needs
- b. Ensure the goals are:
  - specific, measurable, achievable, realistic and time bound
  - consistent with industry good practice
- c. Agree with clients their needs and readiness to participate

\*May be assessed through oral questioning.

Observation	1	Optional	Optional
Date achieved			
Criteria questioned orally			
Portfolio reference			
Assessor initials			
Learner signature			





## Outcome 3

### Be able to plan a personal training programme with clients

You can:

- a. Agree the demands of the programme with clients
- b. Agree a timetable of sessions with clients
- c. Agree appropriate evaluation methods and review dates
- d. Agree how to maintain contact with the client between sessions

\* *May be assessed through oral questioning.*

Observation	1	<i>Optional</i>	<i>Optional</i>
Date achieved			
Criteria questioned orally			
Portfolio reference			
Assessor initials			
Learner signature			



## Outcome 4

### Be able to manage a personal training programme

You can:

- a. Monitor effective integration of all programme exercises/physical activities and sessions
- b. Provide alternatives to the programmed exercises/physical activities if clients cannot take part as planned
- c. Monitor clients' progress using appropriate methods

\*May be assessed through oral questioning.

Observation	1	Optional	Optional
Date achieved			
Criteria questioned orally			
Portfolio reference			
Assessor initials			
Learner signature			



## Outcome 5

### Be able to review progress with clients

You can:

- a. Explain the purpose of review to clients
- b. Review short, medium and long term goals with clients at agreed points in the programme, taking into account any changes in circumstances
- c. Encourage clients to give their own views on progress
- d. Use suitable methods of evaluation that will help to review client progress against goals and initial baseline data
- e. Give feedback to clients during their review that is likely to strengthen their motivation and adherence
- f. Agree review outcomes with clients
- g. Keep an accurate record of reviews and their outcome

\*May be assessed through oral questioning.

Observation	1	Optional	Optional
Date achieved			
Criteria questioned orally			
Portfolio reference			
Assessor initials			
Learner signature			



## Outcome 6

### Be able to adapt a personal training programme with clients

You can:

- a. Identify goals and exercises/physical activities that need to be redefined or adapted
- b. Agree adaptations, progressions or regressions to meet clients' needs to optimise achievement
- c. Identify and agree any changes to resources and environments with the client
- d. Introduce adaptations in a way that is appropriate to clients and their needs
- e. Record changes to programme plans to take account of adaptations
- f. Monitor the effectiveness of adaptations and update the programme as necessary

\*May be assessed through oral questioning.

Observation	1	Optional	Optional
Date achieved			
Criteria questioned orally			
Portfolio reference			
Assessor initials			
Learner signature			



# Range

\*You must practically demonstrate that you have:

Planned for physical activity in a <b>minimum of 2</b> environments ( <b>must include 1</b> not specifically designed for exercise)	Portfolio reference
Gym	
Studio/sport hall	
Client's home or other enclosed space	
Outdoors	
Planned for the use of <b>all</b> equipment	Portfolio reference
CV machines	
Portable equipment	
Fixed equipment (resistance machines)	
Planned a progressive programme that includes <b>all</b> goals	Portfolio reference
Short term goals	
Medium term goals	
Long term goals	

\*It is strongly recommended that all range items are practically demonstrated. Where this is not possible, other forms of evidence may be produced to demonstrate competence.



\*You must practically demonstrate that you have:

Planned a progressive programme including <b>all</b> types of exercises/activities		Portfolio reference
Cardiovascular fitness		
Muscular fitness		
Flexibility		
Motor skills		
Core stability		
Planned for a <b>minimum of 2</b> cardiovascular approaches to training		Portfolio reference
Interval		
Fartlek		
Continuous		

\*It is strongly recommended that all range items are practically demonstrated. Where this is not possible, other forms of evidence may be produced to demonstrate competence.



**\*You must practically demonstrate that you have:**

Planned a <b>minimum of 1</b> core stability exercise		Portfolio reference
Stabilisation (local)		
Mobilisation (global)		
Integrated a <b>minimum of 4</b> resistance systems in programmes		Portfolio reference
Pyramid systems		
Super-setting		
Giant sets		
Tri sets		
Forced repetitions		
Pre/post exhaust		
Negative/eccentric training		
Muscular strength endurance/muscular fitness		

\*It is strongly recommended that all range items are practically demonstrated. Where this is not possible, other forms of evidence may be produced to demonstrate competence.

# Developing knowledge

## Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below:

- Observed work performance
- Witness testimony/statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion
- Employer-provided question papers and tests
- E-assessment.

Where possible your assessor will integrate knowledge outcomes into practical observations through oral questioning.



# Knowledge



## Outcome 3

### Be able to plan a personal training programme with clients

You can:	Portfolio reference / Assessor initials*
e. Plan specific outcome measures, stages of achievement and exercises/physical activities that are: <ul style="list-style-type: none"><li>• appropriate to clients' goals and level of fitness</li><li>• consistent with accepted good practice</li></ul>	
f. Ensure the components of fitness are built into the programme	
g. Apply the principles of training to help clients to achieve short, medium and long term goals	
h. Identify the resources needed for the programme, including the use of environments not designed for exercise	
i. Record plans in a format that will help clients and others involved to implement the programme	

*\*Assessor initials to be inserted if orally questioned.*



## Outcome 7

### Understand how to prepare personal training programmes

You can:	Portfolio reference / Assessor initials*
<p>a. Describe the range of resources required to deliver a personal training programme, including:</p> <ul style="list-style-type: none"> <li>• environment for the session</li> <li>• portable equipment</li> <li>• fixed equipment</li> </ul>	
<p>b. Explain how to work in environments that are not specifically designed for exercise/physical activity</p>	

*\*Assessor initials to be inserted if orally questioned.*



## Outcome 8

### Understand the importance of long term behaviour change for personal training

You can:	Portfolio reference / Assessor initials*
a. Explain why it is important for clients to understand the advantages of personal training	
b. Explain why it is important for a personal trainer to work together with clients to agree goals, objectives, programmes and adaptations	
c. Explain the importance of long term behaviour change in developing client fitness	
d. Explain how to ensure clients commit themselves to long term change	

*\*Assessor initials to be inserted if orally questioned.*



## Outcome 9

### Understand the principles of collecting information to plan a personal training programme

You can:	Portfolio reference / Assessor initials*
a. Explain the principles of informed consent	
b. Explain why informed consent should be obtained before collecting information for a personal training programme	
c. Summarise the client information that should be collected when designing a personal training programme to include: <ul style="list-style-type: none"> <li>• personal goals</li> <li>• lifestyle</li> <li>• medical history</li> <li>• physical activity history</li> <li>• physical activity likes and dislikes</li> <li>• motivation and barriers to participation</li> <li>• current fitness level</li> <li>• stage of readiness</li> <li>• posture and alignment</li> <li>• functional ability</li> </ul>	
d. Explain how to select the most appropriate methods of collecting client information according to client need	
e. Explain the legal and ethical implications of collecting client information, including confidentiality	

\*Assessor initials to be inserted if orally questioned.



**Outcome 10**

**Understand how to screen clients prior to a personal training programme**

You can:	Portfolio reference / Assessor initials*
a. Explain how to interpret information collected from the client in order to identify client needs and goals	
b. Explain how to analyse client responses to the Physical Activity Readiness Questionnaire (PAR-Q)	
c. Describe the types of medical conditions that will prevent personal trainers from working with a client unless they have specialist training and qualifications	
d. Explain how and when personal trainers should refer clients to another professional	

*\*Assessor initials to be inserted if orally questioned.*



## Outcome 11

### Understand how to identify personal training goals with clients

You can:	Portfolio reference / Assessor initials*
<p>a. Explain how to identify clients' short, medium and long term goals to include:</p> <ul style="list-style-type: none"> <li>• general health and fitness</li> <li>• physiological</li> <li>• psychological</li> <li>• lifestyle</li> <li>• social</li> <li>• functional ability</li> </ul>	
<p>b. Identify when personal trainers should involve others, apart from their clients, in goal setting</p>	
<p>c. Explain how to use specific, measurable, achievable, realistic and time bound (SMART) objectives in a personal training programme</p>	

*\*Assessor initials to be inserted if orally questioned.*



## Outcome 12

### Understand how to plan a personal training programme with clients

You can:	Portfolio reference / Assessor initials*
a. Identify credible sources of guidelines on programme design and safe exercise	
b. Summarise the key principles of designing programmes to achieve short, medium and long term goals, including the order and structure of sessions	
c. Describe a range of safe and effective exercises/physical activities to develop: <ul style="list-style-type: none"> <li>• cardiovascular fitness</li> <li>• muscular fitness</li> <li>• flexibility</li> <li>• motor skills</li> <li>• core stability</li> </ul>	
d. Explain how to include physical activities as part of the client's lifestyle to complement exercise sessions	
e. Explain how to design programmes that can be run in environments not designed specifically for exercise	
f. Identify when it might be appropriate to share the programme with other professionals	

*\*Assessor initials to be inserted if orally questioned.*



## Outcome 13

### Understand how to adapt a personal training programme with clients

You can:	Portfolio reference / Assessor initials*
a. Explain how the principles of training can be used to adapt the programme where: <ul style="list-style-type: none"> <li>• goals are not being achieved</li> <li>• new goals have been identified</li> </ul>	
b. Describe the different training systems and their use in providing variety and in ensuring programmes remain effective	
c. Explain why it is important to keep accurate records of changes and the reasons for change	

\*Assessor initials to be inserted if orally questioned.



# Unit content



This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

## Outcome 1: Be able to collect information about clients

**Establish a rapport:** Use client's name, address client personally, inclusion and involvement, supportive and approachable, demonstrate interest and active listening, engage with client, communication skills (positive and conversational verbal communication, positive and friendly facial expressions, open body language and gestures).

### **Explain own roles and responsibilities:**

**Role** – to provide a safe and effective personal training programme.

**Responsibilities** – to undertake pre-exercise screening, to plan a training programme, to safely and effectively instruct the client, to monitor and review progress, to provide support when needed.

**Collect information:** Personal goals, lifestyle, medical history, physical activity history, physical activity likes and dislikes, motivation and barriers to participation, current fitness level, stage of readiness, posture and alignment, functional ability.

**Appropriate methods to collect information:** Interview (one-to-one, informal communication), questionnaire (PAR-Q, informed consent), observation (posture analysis, exercise technique), physical/fitness assessment (manual and digital blood pressure, anthropometrics, height and weight, BMI, waist circumference, waist to hip ratio, body composition), cardiovascular fitness (use validated/recognised protocols, Astrand bike test, Rockport walking test), range of motion (use validated/recognised protocols

e.g. sit and reach test, visual assessment during stretch positions), muscular fitness (use validated/recognised protocols e.g. abdominal curl/sit up test, press-up test).

**Show sensitivity and empathy:** Towards personal needs and goals, regarding barriers, for stage of readiness.

**Record information:** Accurately and clearly, appropriate formats (written forms and tables, ICT databases and spreadsheets, video, audio).

**Treat confidential information:** According to data protection legislation, store information appropriately and securely.



## Outcome 2: Be able to agree goals with clients

**Agree client's goals:** Based on collected client information, based on client needs, goal timescale (short term, medium term, long term), general health and fitness (e.g. energy level), physiological (e.g. muscular endurance), psychological (e.g. self esteem), lifestyle (e.g. diet), social (e.g. interaction), functional ability (e.g. mobility), goals consistent with industry good practice, agree goals (use communication skills, consider client preferences and needs, use negotiation skills, reach a mutual agreement).

**Ensure goals are SMART and consistent:** SMART goals (Specific, Measureable, Attainable, Realistic, Time bound), consistent with industry good practice e.g. REPS.

**Agree needs and readiness to participate:** Determine stage of change, determine readiness to change, identify and overcome barriers to participation (e.g. access, time, anxiety), agree needs and readiness (use communication skills, use negotiation skills, reach a mutual agreement).



### Outcome 3: Be able to plan a personal training programme with clients

**Plan:** Specific outcome measures (fitness, performance, participation), stages of achievement (short term, medium term, long term), exercises and physical activities, appropriate to client goals (general health and fitness, physiological, psychological, social, lifestyle, functional ability), appropriate to level of fitness (beginner, intermediate, advanced, elite level), consistent with accepted good practice (e.g. REPs code of conduct).

**Components of fitness:** Health-related components (cardiovascular endurance, muscular endurance, muscular strength, flexibility, body composition), skill-related components (power, speed, agility, balance, co-ordination, reaction time), built into programme (e.g. through exercise and activities).

**Apply the principles of training:** Principles (progression, overload, specificity, variation, adaptation, individuality, reversibility, rest and recovery, FITT – Frequency, Intensity, Time, Type), incorporate into programme to achieve goals over time.

**Agree programme demands, timetable of session and evaluation methods:** Programme demands (e.g. time commitments, physical demands), timetable of sessions (times and dates, venues), evaluation methods (e.g. discussion, fitness assessment).

**Identify resources needed:** Environment for the session (e.g. gym, studio, sports hall), portable equipment (e.g. Swiss ball, medicine ball, skipping rope, bench, barbell, dumbbell, step, tubing, fixed equipment (e.g. treadmill, bike, cross trainer, stepper, versa climber, chest press, lat pull down, shoulder press, leg press,

leg extension, leg curl), environments not designed for physical exercise (e.g. client's home, outdoors).

**Record plans:** Twelve week plan information (activities and exercises, strategies, progressions, modifications, adaptations), session plan information (warm up phase, main phase, cool down and flexibility), other session plan information (timings, exercise alternatives, teaching points), format of document (tables, charts, posters, spreadsheets, handout), appropriate methods (hand written, word processed using ICT), appropriate presentation (clear, concise).

**Agree how to maintain client contact:** Methods (email, telephone, post, text message, face to face), agree (use communication skills, use negotiation skills, reach a mutual agreement).



## Outcome 4: Be able to manage a personal training programme

**Integration of exercises/physical activities:** Cardiovascular fitness (e.g. walking, running, cycling, cardiovascular machines), muscular fitness (e.g. resistance machines, free weights exercises, bodyweight exercises), flexibility (e.g. static stretching exercises, dynamic stretching exercises, PNF stretching exercises), motor skills (e.g. free weights exercises, balance exercises, agility drills, speed drills), core stability (e.g. bodyweight exercises, stability ball exercises, medicine ball exercises).

**Provide alternatives:** Provide similar exercises/activities to achieve the same training response (e.g. leg press as an alternative to squat, recumbent bike as an alternative to upright bike), modified exercise alternatives (e.g. lever length, range of motion, speed of movement, resistance).

**Monitor clients' progress using appropriate methods:** Visual observation of client's performance, discussion of progress with client, monitor written exercise records, compare progress against objectives.

## Outcome 5: Be able to review progress with clients

**Purpose of review:** Assess progress, to adapt the programme as required, to identify and reward achievements, to identify areas for improvement, to provide motivation, to promote adherence.

**Review goals:** Assess achievement of goals (short, medium and long term), set and record new goals, account for changes in circumstances (e.g. health, socio-economic, time, support).

**Encourage client views:** Positive encouragement, active listening, and views on progress e.g. performance, achievement, motivation, enjoyment, satisfaction.

**Use agreed evaluation guidelines:** Compare progress and performance against goals, fitness assessment results.

**Give feedback to clients:** Positive, constructive, motivational, confidential,

timely, clear and accurate, positive reinforcement of specific strengths and progress, constructive identification of specific areas for improvement, give personalised ways to address weakness, ensure the client's understanding, provide verbal information on managing own future activities (suggested activities, training recommendations or guidelines).

**Agree review outcomes:** Strengths and areas for improvement, progress or regress training, programme adaptations required.

**Keep an accurate record:** Methods (written, ICT, audio), records (e.g. set goals, client views).



## Outcome 6: Be able to adapt a personal training programme with clients

**Identify goals and exercises/physical activities:** Redefine goals not being achieved, set new goals, identify exercises or physical activities which need adaptation to achieve goals.

**Agree adaptations, progressions or regressions:** Adapting goals and exercises/physical activities, progression, regression, technique, response to questioning, range of movement, injury, stability, speed of movement, environment, comfort, base of support, lever length.

**Identify and agree changes:** More suitable resources and environments, change of resources and environment to achieve variation, according to client

preferences and needs, agree changes (use communication skills, use negotiation skills, reach a mutual agreement).

**Introduce adaptations:** Appropriate to client needs, purpose and rationale of adaptations, demonstrate and explain adaptations.

**Record changes to programme plans:** Written programme, in exercise diary or log.

**Monitor the effectiveness of adaptations:** Discuss performance, compare progress against objectives, review goals, fitness assessments, exercise diary or log.

## Outcome 7: Understand how to prepare personal training programmes

**Environment for the session:** Gym, studio, sports hall, home, outdoors, garage, garden.

**Portable equipment (not an exhaustive list):** Swiss ball, medicine ball, skipping rope, bench, barbell, dumbbell, step, exercise tubing, bosu, balance/stability equipment.

**Fixed equipment (not an exhaustive list):** Treadmill, rower, bike, cross trainer, stepper, versa climber, chest press, lat pull down, shoulder press, leg press, leg extension, leg curl.

**Environments not designed for physical exercise:** Client's home (room, garage, garden), outdoors (parks, beaches, woodland), how to work in environments (health and safety, use of space and location, suitability of activities).





## Outcome 8: Understand the importance of long term behaviour change for personal training

### Advantages of personal training:

Advantages (e.g. expertise, enjoyment, personal support, social interaction, progress, improved motivation and adherence), importance of understanding advantages (commitment and motivation, adherence, optimise benefits).

**Working with clients:** Agree goals, agree objectives, agree programmes and adaptations, importance (promote inclusion and involvement, promote ownership and autonomy, improve motivation, improve adherence).

**Long term behaviour change:** Stages of change (pre-contemplation, contemplation, preparation, action, maintenance), readiness to change, importance of long term behaviour change (e.g. exercise adherence and maintenance, making progress, motivation level), strategies to ensure participants commit to long term change (prompting, contracting, block booking sessions, charting and rewarding attendance, positive feedback on progress, goal setting and review, social support, reduce barriers, provide exercise information and guidance).

## Outcome 9: Understand the principles of collecting information to plan a personal training programme

### Principles of informed consent:

Clarifying the purpose of activities, explaining the physical and technical demands of activities (including fitness testing), clarifying the benefits and risks, explaining the meaning of informed consent to the client, providing the client with opportunity to reflect on verbal and written information provided, checking the clients understanding, providing the client with opportunity to make an informed decision about participation, recording signed consent, secure and confidential storage of written informed consent, why informed consent should be obtained (legal implications, ethical implications).

**Client information:** Personal goals, lifestyle, medical history, physical activity history, physical activity likes and dislikes, motivation and barriers to participation, current fitness level, stage of readiness,

posture and alignment, functional ability.

**Selecting methods for collecting client information:** Methods (interview/discussion, questionnaire, observation, physical/fitness assessments), strengths and weaknesses of different methods, how to select methods (resources available, time available, client personality type, client needs).

**Legal and ethical implications:** Legal implications (data protection requirements, confidentiality), ethical implications (code of ethics, REPS code of conduct), organisational implications (following procedures, appropriate storage of information, maintain participant's trust).



## Outcome 10: Understand how to screen clients prior to a personal training programme

### **How to interpret information:**

Comparison of information (against normative data, against national guidelines), clients strengths and areas for improvement, interpret collected information (need for referral, participation/inclusion, for exercise selection, for progression and adaptation, specific needs and requirements), analysis of PAR-Q responses (adapt programme/exercises, refer).

**Types of medical conditions:** Cardiac conditions (e.g. CHD), respiratory conditions (e.g. COPD, asthma), metabolic conditions (e.g. obesity and

diabetes), musculoskeletal conditions (e.g. osteoporosis, arthritis, low back pain), neurological and neuromuscular conditions (e.g. dementia, multiple sclerosis), symptomatic clients (older adults, disabled, ante and post-natal).

**Referral of clients:** Other professionals (e.g. physiotherapist, osteopath, GP, massage therapist, specialist fitness instructor, personal trainer), referral procedures to follow (organisational requirements), when to refer clients (prior to participation, when contra-indications are identified, when outside the limits of professional responsibility).

## Outcome 11: Understand how to identify personal training goals with clients

**Identifying client's goals:** Based on collected client information, based on client needs, goal timescale (short term, medium term, long term), general health and fitness (e.g. energy level), physiological (e.g. muscular endurance), psychological (e.g. self esteem), lifestyle (e.g. diet), social (e.g. interaction), functional ability (e.g. mobility).

**Others involved in goal setting:** When to involve others (when outside limits of personal responsibility, for contra-indications and referrals, to improve motivation and support), others involved (e.g. professionals, colleagues, coaches, friends and family).

**SMART objectives:** SMART (Specific, Measureable, Agreed, Realistic, Time bound), planned physical performance objectives.



## Outcome 12: Understand how to plan a personal training programme with clients

### **Sources of guidelines on programme design and safe exercise:**

Expert reviewed text books, journals, recognised websites, organisations (ACSM, AHA, NICE).

### **Key principles of programme design:**

Progression, overload, specificity, variation, adaptation, individuality, reversibility, rest and recovery, FITT (Frequency, Intensity, Time, Type), periodisation (macrocycle, mesocycle, microcycle), exercise order and session structure.

### **Safe and effective exercises/physical activities:**

Cardiovascular fitness (e.g. walking, running, cycling, cardiovascular machines), muscular fitness (e.g. resistance machines, free weights exercises, bodyweight exercises), flexibility (e.g. static stretching, dynamic stretching, PNF stretching), motor skills (e.g. free weights exercises, balance exercises, agility drills, speed drills), core stability (e.g. bodyweight exercises, stability ball exercises, medicine ball exercises).

**Including physical activities:** Walking, running or cycling to and from destinations (e.g. work, shops), participation in active hobbies (e.g. gardening, dancing, and swimming).

**Programmes for environments not designed for exercise:** Client's home (room, garage, garden), outdoors (parks, beaches, woodland), how to work in environments (health and safety, use of space and location, suitability of activities).

**Sharing the programme with other professionals:** When to share with others (when outside limits of personal responsibility, for contra-indications and referrals, to improve motivation and support), others involved (e.g. professionals and colleagues, friends, family).





## Outcome 13: Understand how to adapt a personal training programme with clients

**Principles of training:** Principles (progression, overload, specificity, variation, adaptation, individuality, reversibility, rest and recovery, FITT – Frequency, Intensity, Time, Type), adapt the programme when goals are not being achieved (e.g. incorporate variation, change exercise type), adapt the programme when new goals have been identified (e.g. progress activities, select specific exercise types).

**Different training systems:**

Cardiovascular systems (interval, fartlek, continuous), resistance training systems (pyramid sets, super-sets, giant sets, tri sets, forced repetitions, pre/post-exhaustion, negative/eccentric training, muscular strength endurance, muscular fitness).

**Importance of keeping accurate**

**records:** Professionalism, monitor client progress, undertake programme review, provide client motivation, promote client understanding of changes.

# Notes

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