



Delivering personal training sessions

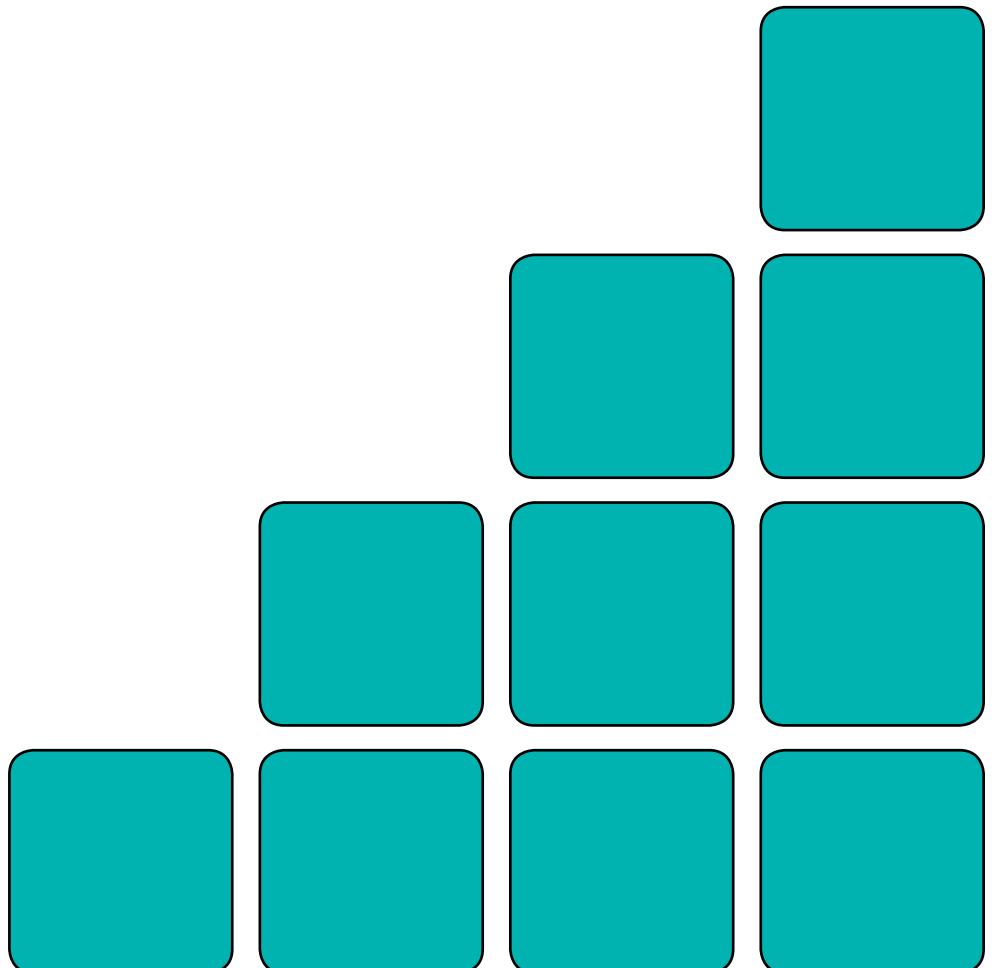
UV30541

J/600/9053

Learner name:

Learner number:

VRQ



UV30541

Delivering personal training sessions

It is the aim of this unit to develop the knowledge, understanding and skills that you need to deliver exercise and physical activity as part of a personal training programme for apparently healthy adult of all ages.

Level

3

Credit value

9

GLH

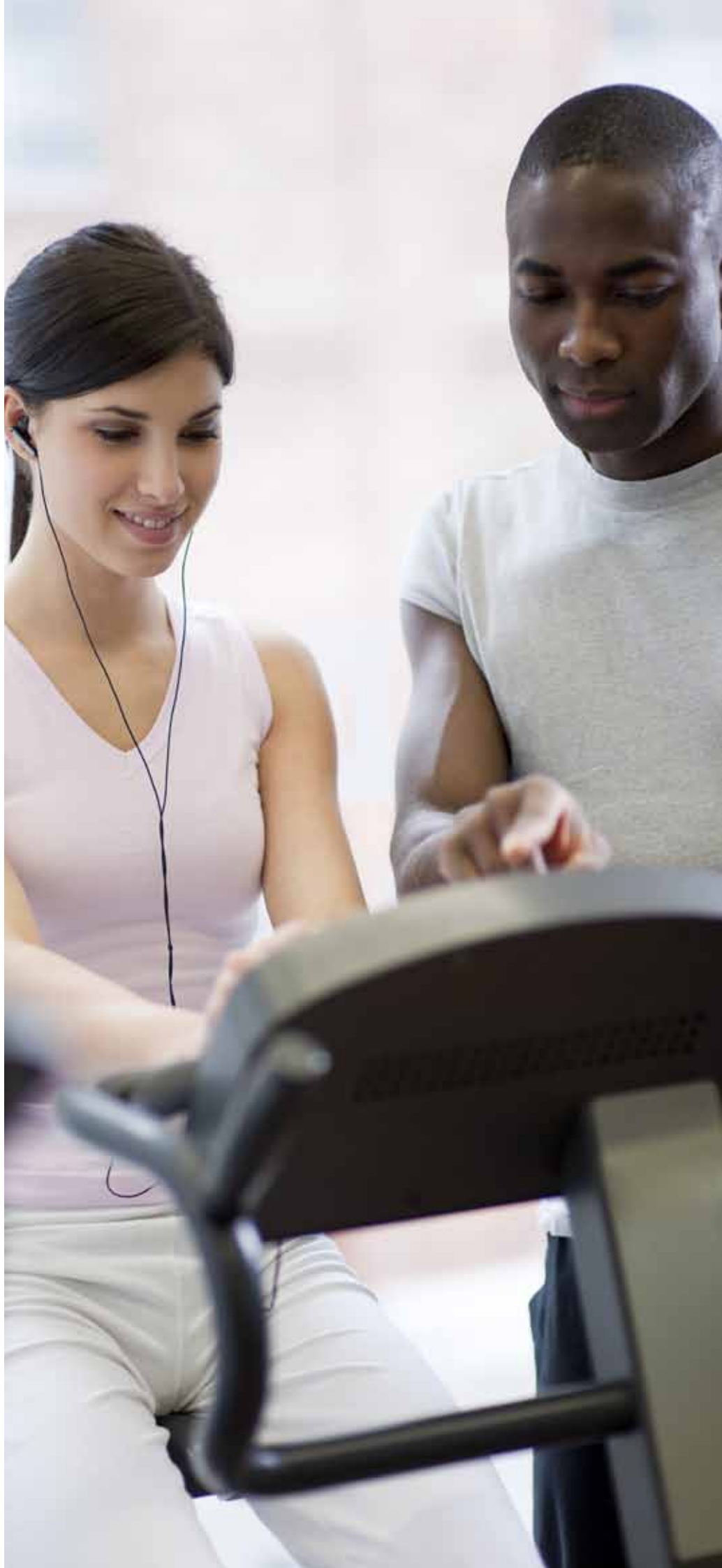
58

Observation(s)

1

External paper(s)

0



Delivering personal training sessions

Learning outcomes

On completion of this unit you will:

1. Be able to plan and prepare personal training sessions
2. Be able to prepare clients for personal training sessions
3. Be able to instruct and adapt planned exercises
4. Be able to bring exercise sessions to an end
5. Be able to reflect on providing personal training sessions
6. Understand how to instruct exercise during personal training sessions
7. Understand how to adapt exercise to meet client needs during personal training sessions
8. Understand how to review personal training sessions 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.

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.



Observations

Outcome 1

Be able to plan and prepare personal training sessions

You can:

- a. Identify, obtain and prepare the resources needed for planned exercises/physical activities, improvising safely where necessary

** 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 prepare clients for personal training sessions

You can:

- a. Help clients feel at ease in the exercise environment
- b. Explain the planned objectives and exercises/physical activities to clients
- c. Explain to clients how objectives and exercises/physical activities support their goals
- d. Explain the physical and technical demands of the planned exercises/physical activities to clients
- e. Explain to clients how planned exercise/physical activity can be progressed or regressed to meet their goals
- f. Assess clients' state of readiness and motivation to take part in the planned exercises/physical activities
- g. Negotiate and agree with clients any changes to the planned exercises/physical activities that:
 - meet their goals and preferences
 - enable them to maintain progress
- h. Record changes to clients plans

*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 instruct and adapt planned exercises

You can:

- a. Use motivational styles that:
 - are appropriate to the clients
 - are consistent with accepted good practice
- b. Explain the purpose and value of a warm up to clients
- c. Provide warm ups appropriate to the clients, planned exercise and the environment
- d. Make best use of the environment in which clients are exercising
- e. Provide instructions, explanations and demonstrations that are technically correct, safe and effective
- f. Adapt verbal and non-verbal communication methods to make sure clients understand what is required
- g. Ensure clients can carry out the exercises safely on their own
- h. Analyse clients' performance, providing positive reinforcement throughout
- i. Correct techniques at appropriate points
- j. Progress or regress exercises according to clients' performance

* May be assessed through oral questioning.

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



Outcome 4

Be able to bring exercise sessions to an end

You can:

- a. Allow sufficient time for the closing phase of the session
- b. Explain the purpose and value of cool down activities to clients
- c. Select cool down activities according to the type and intensity of physical exercise and client needs and condition
- d. Provide clients with feedback and positive reinforcement
- e. Explain to clients how their progress links to their goals
- f. Leave the environment in a condition suitable for future use

*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 reflect on providing personal training sessions

You can:

- a. Review the outcomes of working with clients including their feedback
- b. Identify:
 - how well the sessions met clients' goals
 - how effective and motivational the relationship with the client was
 - how well the instructing styles matched the clients' needs
- c. Identify how to improve personal practice
- d. Explain the value of reflective practice*

*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:

| | |
|---|----------------------------|
| Delivered personal training in a minimum of 2 environments (must include 1 not specifically designed for exercise) | Portfolio reference |
| Gym | |
| Studio/sports hall | |
| Client's home or other enclosed space | |
| Outdoors | |
| Prepared all resources | Portfolio reference |
| Environment for the session | |
| Portable equipment | |
| Fixed equipment | |
| Implemented all screening methods | Portfolio reference |
| PAR-Q | |
| Informed consent | |
| Taken all physical measurements | Portfolio reference |
| Blood pressure | |
| Anthropometrics | |
| Body composition | |
| Cardiovascular fitness | |
| Range of motion | |
| Muscular fitness | |



You must practically demonstrate that you have:

| | |
|---|----------------------------|
| Provided all information to clients | Portfolio reference |
| Test results of a sensitive nature | |
| Relevant healthy lifestyle advice (within limits of knowledge and competence) | |
| Instructed a minimum of 2 cardiovascular approaches to training | Portfolio reference |
| Interval | |
| Fartlek | |
| Continuous | |
| Instructed all correct lifting and passing techniques | Portfolio reference |
| Deadlift with barbell | |
| Spotting | |
| Instructed participants to use all equipment | Portfolio reference |
| Resistance machines | |
| Free weights | |
| CV machines | |



You must practically demonstrate that you have:

| Instructed a minimum of 4 resistance systems | | Portfolio reference |
|--|--|---------------------|
| Pyramid systems | | |
| Super-setting | | |
| Giant sets | | |
| Tri sets | | |
| Forced repetitions | | |
| Pre/post exhaust | | |
| Negative/eccentric training | | |
| Muscular strength endurance/muscular fitness | | |
| Instructed a minimum of 1 core stability exercise | | Portfolio reference |
| Stabilisation (local) | | |
| Mobilisation (global) | | |
| Addressed all considerations in client review process | | Portfolio reference |
| Progress | | |
| Necessary adaptations | | |
| New goals | | |
| Goals not being achieved | | |

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 1

Be able to plan and prepare personal training sessions

You can:

Portfolio reference /
Assessor initials*

- b. Plan a range of exercises/physical activities to help clients achieve their objectives and goals, covering:
- cardiovascular fitness
 - muscular fitness
 - flexibility
 - motor skills
 - core stability

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



Outcome 6

Understand how to instruct exercise during personal training sessions

| You can: | Portfolio reference / Assessor initials* |
|---|--|
| a. Explain the importance of non-verbal communication when instructing clients | |
| b. Describe how to adapt communication to meet clients' needs | |
| c. Evaluate different methods of maintaining clients' motivation, especially when clients are finding exercises difficult | |
| d. Explain the importance of correcting client technique | |

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



Outcome 7

Understand how to adapt exercise to meet client needs during personal training sessions

| You can: | Portfolio reference / Assessor initials* |
|---|--|
| a. Explain why it is important to monitor individual progress especially if more than one client is involved in the session | |
| b. Describe different methods of monitoring clients' progress during exercise | |
| c. Explain when it may be necessary to adapt planned exercises to meet clients' needs | |
| d. Explain how to adapt exercise/exercise positions as appropriate to individual clients and conditions | |
| e. Explain how to modify the intensity of exercise according to the needs and response of the client | |

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



Outcome 8

Understand how to review personal training sessions with clients

| You can: | Portfolio reference / Assessor initials* |
|---|--|
| a. Explain why personal trainers should give clients feedback on their performance during a session | |
| b. Explain why clients should be given the opportunity to ask questions, provide feedback and discuss their performance | |
| c. Explain how to give clients feedback on their performance in a way that is accurate but maintains client motivation and commitment | |
| d. Explain why clients need to see their progress against objectives in terms of their overall goals and programme | |
| e. Explain why clients need information about future exercise and physical activity, both supervised and unsupervised | |

**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 plan and prepare personal training sessions

Plan physical activities: Plan to achieve objectives and goals, plan according to fitness test results, physical activities (cardiovascular fitness, muscular fitness, flexibility, motor skills, core stability), resistance systems (pyramid, super-setting, giant sets, tri sets, forced repetitions, pre/post-exhaust, negative/eccentric training, muscular strength endurance/muscular fitness), cardiovascular systems (interval, fartlek, continuous).

Fitness testing:

Blood pressure – manual and digital.

Anthropometrics – height and weight, BMI, waist circumference, waist to hip ratio.

Cardiovascular fitness – use validated/recognised protocols e.g. 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.

Plan realistic timings, intensities and sequences: Timings (session components, work/rest periods), intensities (RPE, target heart rate, resistance), sequences (e.g. exercise order, transitions), agree the focus of exercises.

Resources: Environment for the session (e.g. gym, studio, sports hall), portable

equipment (Swiss ball, medicine ball, skipping rope, bench, barbell, dumbbell, step, tubing), fixed equipment (treadmill, bike, cross trainer, stepper, versa climber, chest press, lat pull down, shoulder press, leg press, leg extension, leg curl, cables), environments not designed for physical exercise (client's home, outdoors), utilise resources available (according to guidelines, improvise where necessary), identify and obtain resources (availability, suitability), prepare resources (safely, correctly).



Outcome 2: Be able to prepare clients for personal training sessions

Help clients feel at ease: Orientation, privacy, informal, in different exercise environments (gym, studio/sports hall, clients' home or other enclosed space, outdoors).

Explain planned objectives and exercises: Appropriate fitness tests, cardiovascular fitness, muscular fitness, flexibility, motor skills, core stability, how objectives and exercises support client goals, part of informed consent process.

Explain physical and technical demands: Physical (muscular strength, muscular endurance, cardio-respiratory endurance, flexibility), technical (skill and technique, co-ordination), part of informed consent process.

Demonstrate how clients can progress or regress: Levers, resistance, reps and sets, rest periods, speed of movement, range of movement, target heart rate, RPE.

Assess clients' state of readiness and motivation: Methods (verbal discussion, client questioning), readiness (e.g. pre-session nutrition and hydration, clothing and equipment, energy levels), motivation (attitude, mood, self-determination).

Negotiate and agree changes: Meet goals and preferences, to enable them to maintain progress, negotiate and agree (evaluate alternatives with client, consider client goals and preferences, consider benefits of alternatives, reach a mutual agreement).

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



Outcome 3: Be able to instruct and adapt planned exercises

Use motivational styles: Positive feedback and reinforcement, voice pitch and tone, body language and positioning, self motivation, reward motivation, goal motivation, peer motivation.

Explain purpose and value of warm up: Safe physiological and psychological preparation, reduce injury risk, specific skill rehearsal.

Provide appropriate warm ups: Components (mobility, pulse raising, preparatory stretching, skill rehearsal), gradual and progressive, adapt for client needs (duration, intensity, transitions), adapt for environmental needs (temperature, space, type and intensity of session).

Make best use of the environment: Environment (gym, sports hall, studio, client's home, outdoors), use of environment (risk management, suitability for exercises, available space, resources).

Provide instructions, explanations and demonstrations:

Instruction – positioning, break down exercises to component parts, gradually build up exercises to develop co-ordination, provide accurate exercise information, reinforce teaching points, provide adaptations and alternatives to meet needs, verbal and ethical tactile correction of technique.

Demonstrations – technically safe and correct, relevant, observable, side profile demonstrations to illustrate correct technique, posture, change positioning.

Explanations – purpose, relevant teaching points, adaptations, verbal and visual cueing, auditory and sensory cueing.

Adapt verbal and non-verbal communication:

Verbal – use non-technical language.

Non-verbal – use clear demonstration or tactile guidance.

Ensure clients exercise safely:

Correct lifting and passing techniques (dead lifting from the floor, spotting, self spotting), performing exercises with safe and effective technique, without direct supervision.

Analyse clients' performance: Visual observation of participants (safety, effort and physical response, technique), monitoring exercise intensity (talk test, heart rate, RPE).

Correct techniques: Observe and analyse technique, identify correct technique, identify faults, correction of technique (verbal feedback and teaching points, visual demonstration, tactile guidance), correctly, tactfully and discreetly.

Progress or regress exercises: Levers, resistance, reps and sets, rest periods, speed of movement, range of movement, target heart rate, RPE.



Outcome 4: Be able to bring exercise sessions to an end

Allow sufficient time for the closing phase:

Fitness levels, experience, individual needs, group needs.

Purpose and value of cool down: Return body and mind to resting state, to prevent venous pooling, to promote recovery from exercise, to reduce soreness and discomfort, maintain or increase flexibility, relaxation, consolidation of objectives.

Select cool down activities: Components (pulse lowering after cardiovascular exercise, re-warming after resistance exercise, maintenance stretching, developmental stretching, relaxation, revitalising), select for client needs (duration, intensity, transitions), adapt for environmental needs (temperature, space, type and intensity of session).

Feedback: Verbal feedback (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 weaknesses, ensure the client's understanding.

Progress links to goals: Track progress against short, medium, and long term goals, provide verbal information on managing own future activities (suggested activities, training recommendations or guidelines).

Leave environment for future use: Environment (clean, hygienic, tidy, temperature, ventilation, and lighting), resources and equipment (clean, hygienic, removed and safely stored/stacked), report and record maintenance/faults (environment, equipment).

Outcome 5: Be able to reflect on providing personal training sessions

Review the outcomes: Working with clients (achieved goals, achieved objectives, performance progress), client feedback (positive, negative).

Reflect: How well sessions met client goals (short, medium and long term), effectiveness of relationship with client (rapport, respect and trust, motivation, communication), how well instructing styles matched client's needs (demonstrations and explanations, teaching, motivation).

How to improve personal practice: Improvements based on evaluation (e.g. planning, communication, risk

management), personal action plan (identify strengths, identify areas for improvement, identify and justify action required, identify professional development and training, identify timescales for action and achievement, set personal SMART goals).

Value of reflective practice: Identify personal strengths, identify personal areas for improvement, improve professional practice and standards, to enable more effective planning and delivery of personal training, to more effectively meet client needs.



Outcome 6: Understand how to instruct exercise during personal training sessions

Importance of communication: Non-verbal communication (facial expression, hand gestures, body position), importance (e.g. professional, demonstrate confidence, motivational, approachable, build up rapport).

Adapting communication: For motivation (e.g. positive tone of voice and body language), for instruction (e.g. break down demonstration into smaller chunks, change position).

Methods of maintaining clients' motivation: Verbal persuasion, positive reinforcement, imagery/visualisation, goal setting, rewarding achievement, strengths and weaknesses of different methods.

Importance of correcting client technique: Promote safety and reduce injury risk, to promote correct technique, to optimise specific benefits of exercise.

Outcome 7: Understand how to adapt exercise to meet client needs during personal training sessions

Importance of monitoring client's progress: Meet individual needs, ensure appropriate exercise intensity, ensure progress is being achieved, increase motivation, meet needs of groups (plan and position self appropriately, monitor all participants, participants have paid for personal attention, individual needs of all has to be met).

Methods of monitoring clients' progress: Visual, rate of perceived exertion (RPE), signs/symptoms of over exertion, client feedback.

When to adapt exercises: Availability of resources, change of venue, injury or medical condition, exercises are too easy or difficult (progression or regression), clients request.

How to adapt exercise positions: For comfort, posture and support, range of movement, lever length, for different exercises.

How to modify exercise intensity: Levers, resistance, reps and sets, rest periods, speed of movement, range of movement, target heart rate, RPE.



Outcome 8: Understand how to review personal training sessions with clients

Feedback to client: Motivation, reinforce correct technique, to give positive praise about performance, identify strengths and areas for improvement.

Give clients opportunity to feedback: Raise confidence levels, build rapport, clarify understanding, educate, to ensure on track to meet goals, to identify changes that need to be made to the programme.

How to give clients feedback: Verbal feedback (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 weaknesses, show tact and sensitivity, ensure the client understands.

Giving clients opportunities: Ask questions (e.g. training, nutrition), provide feedback (own performance during the session, on progress, on future sessions and needs, teaching and instructing, enjoyment and satisfaction), discuss performance (e.g. strengths, areas for improvement), reasons (inclusion and involvement, education, motivation).

Progress against objectives: Measure success, identify strengths, identify areas for improvement, provide motivation.

Information about future activities: Supervised sessions (e.g. timetable, structure, exercises and activities, adaptations), unsupervised (suggested activities, physical activities as part of daily life patterns, training recommendations), why clients need information (inclusion and involvement, motivation and adherence, vision of future progress).

Notes

Use this area for notes and diagrams