
Unit Specification

USP187 – Designing and delivering personal training programmes

Unit reference number: Y/617/2595

Level: 3

Guided Learning (GL) hours: 54

Overview

This unit is about designing and delivering personal training programmes that are tailored to meet the needs and goals of individual clients and small groups of clients.

Learners will develop the knowledge and skills to consult with clients using appropriate health screening and risk stratification tools; and conduct a range of health and physical assessments, e.g. blood pressure, anthropometrics and fitness assessments (where appropriate).

Learners will develop the knowledge and skills to record, analyse and use the information gathered to feedback to clients and design progressive personal training programmes for clients with differing needs. Client needs may include: inactive or sedentary clients; clients recovering from illness or injury; over-trained clients; high-level and/or sport specific performers and/or clients with low risk medical conditions.

Learners will develop the knowledge and skills to prepare for and manage personal training programmes. They will also develop the knowledge and skills to deliver personal training sessions for individual clients and small groups of clients in different training environments.

Learners will develop the skills and knowledge to review progress with clients and adapt their programmes, as needed. They will reflect on the all areas of their practice and identify areas for continuing professional development.

Learning outcomes

On completion of this unit, learners will:

LO1 Know how to consult with clients and analyse information to design a tailored personal training programme

LO2 Know how to prepare for and manage a personal training programme

LO3 Know how to deliver and review personal training sessions to meet client needs

LO4 Be able to consult with clients and conduct assessments

LO5 Be able to analyse client information and design a tailored personal training programme

LO6 Be able to deliver, manage and review personal training sessions to meet client needs

Unit content

LO1 Know how to consult with clients and analyse information to design a tailored personal training programme

Purpose of consulting with clients

Taught content

- To gather information to plan a safe and effective personal training programme
- Identify type of client – inactive, sedentary; recovering from illness or injury, over-trained, high-level performer, sport specific performer, clients with low risk medical conditions etc.
- Information to gather
 - Personal details – name, age, gender, address, contact details, preferred method of contact, emergency contact
 - Medical history and current health status – current or previous medical conditions/injuries that may affect participation, medications that may affect participation
 - Relevant lifestyle factors – smoking, alcohol, eating behaviour, physical activity levels, time spent in sedentary behaviour (home and/or work/school)
 - Physical activity history – past and current levels of activity, past and current exercise experience and type of activity/exercise programme undertaken
 - Physical activity preferences – likes and dislikes
 - Reasons for exercise/activity and personal goals – improved health, weight loss, increased fitness, skill, motivation, fun and enjoyment, competition, social, strength, physique
- To identify barriers and motivations to participation: real or perceived
 - intrinsic – self-esteem, confidence, fear, lack of motivation, lack of energy
 - extrinsic – family, work, time, finances
- To identify client readiness to participate (in assessments and programme) or reasons for referral or deferral using different screening tools – 2014 PAR-Q+, PAR-Q, PARmedX (ACSM pre-2018) etc.
- To conduct health and fitness assessments
 - Health assessments and measurements: blood pressure, heart rate, height, weight, posture, body mass index (BMI), waist and hip circumferences, bioelectrical impedance analysis
 - Fitness assessments and measurements: functional assessments, posture and alignment, flexibility, cardiovascular, strength, endurance, balance, functional – to meet client needs
- To meet professional ethical and legal requirements
 - CIMSPA
 - REPs code of ethics
 - Health and Safety legislation and duty of care
 - Risk assessment
 - Safeguarding

- Public liability insurance
- Professional indemnity insurance

How to collect information from clients

Taught content

- How to select appropriate assessments
 - Specific to client needs
 - 1 to 1 or group assessments
 - Availability of equipment or no equipment
 - Environment (e.g. temperature, space)
 - Validity and reliability of specific assessments and factors affecting validity and reliability
 - Contra-indications and limitations of assessments
- Range of consultation and assessment methods
 - Interview and consultation methods – formal, informal and appropriate communication skills
 - Health screening questionnaires – 2014 PAR-Q +, PAR-Q, PARmedX and PARmedX for pregnancy (medical)
 - Other questionnaires – IPAQ (activity levels), EQ-5D (well-being), health commitment statement (ukactive), lifestyle questionnaires
 - Health and physical assessments
- Health screening tool – PAR-Q (ACSM pre-2018)
 - Client ready to participate
 - Apparently healthy, negative, ‘no’ responses to PAR-Q
 - Clients who need to be referred or signposted
 - Positive, ‘yes’ response to one or more PAR-Q questions – signpost to GP
 - Contraindications (high blood pressure, irregular heart rate) – signpost to GP
 - Multiple cardiovascular disease risk factors (CVD) – signpost to GP
 - Injuries – signpost to GP, physiotherapist, sports therapist
 - Client needs that fall outside the limits of professional responsibility or competence at level 3 – refer to more experienced/specialist instructor, e.g. specific populations instructor – level 3 or level 4 or signpost to GP or other health professional
 - Clients who need temporary deferral
 - Feeling unwell, minor illness (e.g. colds), minor injuries (e.g. muscle strain), excessive fatigue
 - Client presents with inappropriate clothing, footwear or equipment
- Health screening tool – 2014 PAR-Q + (ACSM, 2018)
 - Clients who answer ‘No’ to the seven listed questions can start to become more physically active, and may participate in a health and fitness assessment. They are

recommended to adhere to the international physical activity guidelines for their age (<http://www.who.int/ncds/prevention/physical-activity/guidelines-global-recommendations-for-health/en>)

- Clients over 45 and unaccustomed to regular, vigorous exercise are recommended to consult with a qualified exercise professional before participating in any vigorous type of training programme
- Clients who answer 'yes' to any questions need to complete additional questionnaires, which ask specific questions about a range of medical conditions, including: muscular skeletal conditions, cancer, cardiovascular conditions, respiratory conditions, mental health conditions and metabolic conditions etc. Additional 'yes' responses to any of the subsequent questionnaires, recommends that the individual completes an additional online questionnaire – the eparmed-X+. Pregnant women are also guided to the eparmed-X+
- Further information about the questionnaires can be obtained from the website: www.eparmedx.com or via email: eparmedx@gmail.com (ACSM. 2018)
- Risk stratification tool for clients with chronic health conditions – Irwin and Morgan risk assessment tool – traffic light – low, medium, high risk
- Physical health assessments
 - Blood pressure (manual and digital)
 - Heart rate (manual and digital)
 - Anthropometrics, height and weight, body mass index (BMI), waist circumference, waist to hip ratio, body composition
 - Postural assessments (static and dynamic), postural deviations/deficiencies
 - Gait
 - Exercise alignment, movement ability
- Fitness assessments
 - Use of validated and recognised protocols
 - Appropriate to client needs
 - Limitations and benefits to assessments
 - Cardiovascular fitness – e.g. Astrand bike test, Rockport walking test
 - Range of motion/flexibility - e.g. sit and reach test, visual assessment during stretch positions
 - Muscular fitness – strength and endurance, e.g. abdominal curl/sit up test, press-up test, repetition maximum tests (RM) and how to calculate repetition maximum
 - Motor skills – balance, speed, power etc.

How to build rapport and develop effective working relationships with clients

Taught content

- Consultation room set up
 - Clean and tidy
 - Comfortable and warm
 - All equipment, resources and paperwork available

- Appropriate health and safety checks
- No interruptions or distractions
- No barriers or obstructions, e.g. desks and chairs positioning
- Establish rapport
 - Use client's name
 - Address client personally
 - Engage the client through inclusion and involvement
 - Be supportive and approachable
 - Demonstrate interest and use appropriate communication skills
- Use appropriate communication skills
 - Positive and conversational verbal communication
 - Positive and friendly facial expressions
 - Open body language and gestures
 - Active listening
 - Open questions (as appropriate)
 - Non-judgement, empathy, sensitivity
 - Affirming and reflective statements
 - Accessible language
- Professional conduct
 - Professional boundaries
 - Scope of practice
 - Appropriate dress/appearance
 - Positive attitude
 - Show respect
 - Equal opportunities and inclusion
 - Punctuality
- Show sensitivity and empathy towards the client
 - The information they share
 - The client's personal needs and goals
 - The barriers they identify and the client's stage of readiness
- Explain own roles, responsibilities and boundaries
 - 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 and adapt exercises (where appropriate), to encourage long term behaviour change, to provide support when needed
 - Boundaries: work within own scope of practice

Role of exercise and activity on the prevention and management of chronic health conditions

Taught content

- Prevalence and health implications of chronic health conditions on UK population
- Awareness of contributory risk factors/causes and symptoms of chronic diseases
 - Cardiovascular disease (CVD), hypertension, high cholesterol, coronary heart disease (CHD), stroke, angina
 - Respiratory conditions – asthma, chronic obstructive pulmonary disease (COPD)
 - Metabolic conditions – obesity and diabetes (Type 1 and 2)
 - Mental health conditions – stress, general anxiety disorder, depression
 - Muscular skeletal conditions – low back pain, osteoporosis, osteoarthritis, rheumatoid arthritis
 - Other conditions – cancer, chronic fatigue, eating disorders
- General health benefits of activity (see most current Department of Health, Chief Medical Officer reports)
 - Reduced early mortality, reduced morbidity from coronary heart disease, stroke, diabetes, certain cancers
 - Improved mental health and psychological wellbeing, reduced risk of anxiety, stress and depression
 - Improved weight management and body composition, reduced risk of obesity
 - Improved posture, prevention of lower back pain, reduced risk of injury, improved joint stability
 - Increased bone density, reduced risk of osteoporosis
 - Improved quality of life, improved independence, reduced risk of falls (older adults)
 - Improved ability to perform active daily living tasks, improved functional capacity
- Effects of activity/exercise on the prevention of specific health conditions (DoH and NICE guidelines)
 - Coronary heart disease – reduced blood pressure, improved blood cholesterol profile, improved elasticity of blood vessels, capillarisation, improved blood flow distribution
 - Some cancers – increased physical activity is associated with reduced risk of colon cancer, other healthier lifestyle choices, and reduced stress that may be contributory factors for some other cancers
 - Type 2 diabetes – improved regulation of insulin, improved blood glucose regulation
 - Hypertension – reduced blood pressure post-exercise and long-term, improved blood flow distribution, improved elasticity of blood vessels, reduced muscular tension, reduced stress level
 - Obesity – improved fat metabolism, increased calorie expenditure
 - Osteoporosis – increased bone formation, improved density, improved posture, reduced risk of injury
 - Mental health – improved mood, increased dopamine, endorphins, increased feel good factor and sense of well-being
- Evidenced-based and reputable sources of information
 - NHS choices

- Patient UK
- Department of Health
- NICE
- SSHES Active
- Change 4 life
- Diabetes UK
- MIND
- Mental Health Foundation
- Rethink
- British Heart Foundation
- Chief Medical Officer reports
- Health screening and risk stratification
 - Screening approaches – PAR-Q and other models/approaches
 - Risk stratification models – ACMS, Irwin and Morgan – low, medium, high risk
 - Absolute contraindications to exercise
 - Informed consent
 - Health history – information gathering to support assessment and referral to other professionals or deferral of exercise
 - Reasons for medically supervised exercise
- Scope of practice and boundaries
 - Advice and guidance within scope of practice
 - Role of other professionals – GP, Physiotherapist, physiologist, dietitian, exercise referral instructors, counsellors
 - When and how to signpost to other professionals

Importance of long term behaviour change and the advantages of personal training

Taught content

- Behaviour change considerations
 - Stages of change (pre-contemplation, contemplation, preparation, action, maintenance)
 - Readiness to change: client confidence and motivation
 - Importance of long term behaviour change: exercise adherence and maintenance, making progress, motivation levels
 - 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
- Advantages of personal training
 - Expertise, enjoyment, personal support, social interaction, progress, improved motivation and adherence
 - Importance of client understanding advantages: commitment and motivation, adherence, optimise benefits, investment

Purpose and process of informed consent

Taught content

- Purpose: to provide the client with the information they need to make an informed decision regarding their participation in physical fitness assessments and also the exercise programme, to provide the client the opportunity to reflect on verbal and written information provided, to check the clients understanding, legally admissible evidence
- Process: explain the reasons for informed consent, inform clients of the session aims and objectives, physical and technical demands (including the types of assessments and the purpose for using these assessments or types of activities planned and their relevance to the clients goals), the benefits and risks of the planned assessments or exercise sessions, respond to client questions, recording signed consent, secure and confidential storage of written informed consent
- Content of informed consent record: aims, benefits, risks, responsibilities of client and instructor, record of questions and answers, date and signatures of client and instructor

Client information that must be analysed and considered to agree goals and plan tailored personal training programmes

Taught content

- Consider client objectives
 - General health and fitness, e.g. energy level
 - Physiological, e.g. muscular endurance
 - Psychological, e.g. self-esteem, stress management
 - Lifestyle, e.g. healthy eating, increase activity
 - Social, e.g. interaction with others
 - Functional ability, e.g. mobility
- Goal-setting
 - Process and outcome goals
 - Short, medium, and long term
 - SMART goals (Specific, Measurable, Achievable, Realistic, Timely)
 - Consistent with industry good practice e.g. CIMSPA, REPs
 - Planning of review dates to monitor client progress
 - How to adapt goals according to client needs and progress
- Client health status
 - Responses to health screening, lifestyle, motivation, barriers, preferences, results from any physical or health assessments
- Physical or health assessment outcomes
 - Blood pressure, range of motion assessments, posture etc.
 - Client fitness, skill and experience: beginner or experienced gym equipment user, motor skill and fitness levels
 - Client readiness to participate: stage of change, readiness to change, barriers to overcome barriers (e.g. access, time, anxiety)
- Client availability: time and dates
- The importance of agreeing goals with clients
 - To ensure the planned programme meets client goals
 - To create short, medium and long-term goals (process and outcome) that are SMART (specific, measurable, achievable realistic, timely) and meet the client's needs, motivation, ability and commitment
 - To assist client motivation and adherence: goals can be can be monitored and reviewed at regular intervals to provide regular motivational targets with rewards for achievement
 - To promote adherence
 - To enable responsive and flexible work with clients: modification, regression or progression of programme variables as required
 - To build incentives and rewards
- How to identify others who may need to be 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: GP, professionals, colleagues, coaches, friends and family
- How to analyse and interpret information to identify
 - Client readiness: participate, defer or signpost/refer to other professional
 - Medical conditions that need referral: 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)
 - Other professionals who need to be involved: physiotherapist, osteopath, GP, massage therapist, specialist fitness instructor, personal trainer), referral procedures to follow (organisational requirements), when to refer clients
 - How assessment outcomes compare against normative data and national guidelines
 - Client needs that will influence programming: preferences, strengths, areas for improvement, motivation, commitment, readiness, availability
 - How they information will inform programming: exercise selection, progression and adaptation, specific needs and requirements

How to use client information to plan a personal training programme

Taught content

- To meet client's needs
 - 1 to 1 or small group training
 - Goals – improve fitness, improve motivation, weight management
 - Promote adherence – build motivation, fun and enjoyment, address barriers to participation, promote client choice and autonomy, increase confidence and self-efficacy, increase competence and ability
 - Instruction style – multisensory (visual, auditory and kinaesthetic) and use of appropriate instructional methods (e.g. NAMSET acronym - Name the exercise, Areas worked, Muscles used, Silent demonstration, Explanation, Teaching cues)
 - Overcome client barriers – problem solving techniques to overcome challenges, appropriate exercise and activity selection, exercise activities (ability, fitness level, enjoyment, client needs, peer group), appropriate time scheduling of exercise activities, accurate exercise information and advice, access to childcare, social support and inclusion, exercise partners/buddies
 - Dates, times locations of sessions
- To select preferred training environment
 - Gym-based
 - Outdoors – park, beach, woodland etc.
 - Pool
 - Studio
 - Home-based (client or trainer) or confined space, e.g. office, workplace
- To select exercise mode and training approach
 - Resistance training – machines, free weights, body weight exercises
 - CV training – use of machines or walking, running, cycling

- Circuit training
- Body conditioning
- Flexibility
- Core exercise
- Training approaches – steady state, fartlek, intervals (CV) and single sets, multiple sets, super sets, giant sets, pyramids, pre and post exhaust, negative/eccentric training, forced reps (RT)
- To select equipment
 - Portable – mats, small portable equipment, e.g. stability ball, steps, medicine ball, skipping rope, bench, barbell, dumbbell, step, tubing
 - Fixed equipment – cardiovascular machines, resistance machines, Olympic bars, racks
- To plan session structure and content
 - Warm up and cool down – duration, intensity and exercise/equipment choice suited to client needs e.g. plan longer duration and a more gradual approach for older adults or clients with lower fitness levels
 - Main exercises – duration, intensity and exercise/equipment choice suited to client goals and needs e.g. plan increased exercise complexity and range of movement for higher fitness or skill levels
 - Exercise intensity – use evidence-based guidelines for exercise intensity prescription and monitoring e.g. plan for lower resistances with higher repetitions for young people, plan slower exercise speeds for lower skill levels, plan lower target heart rates for lower fitness levels
- To plan a progressive programme
 - Meet longer term goals
 - Application of fitness principles to design programmes and sessions i.e. specificity, overload, progression, reversibility
 - Use of programme variables to meet client needs and goals, e.g. frequency, intensity, duration/time, type (movement, equipment, ROM, speed), client preference and ability
 - Integration of other physical activities in to the programme – walking, active travel, to assist achievement of client goals, increase activity

Appropriate exercises to design and tailor a progressive personal training programme

Taught content

- Information sources and guidelines on safe and effective programme design
 - Organisations (ACSM, AHA, NICE)
 - Expert reviewed text books
 - Journals
 - Recognised websites
- Exercises to improve muscular fitness
 - Bodyweight resistance exercises – pull ups, chin ups, press ups, lunge, squat, abdominal curl, plank, back raise, triceps dips

- Resistance machines – seated row, shoulder press, assisted pull up, bench press, seated chest press, pec dec, seated triceps press/dip machine, seated bicep curl, leg press, total hip (adduction, abduction, flexion, extension), seated adductor, seated abductor, leg extension, lying leg curl, seated leg curl, abdominal machine, lower back machine, varying hand positions and uses of each machine
- Cable machine exercises – seated row with low pulley, lat pulldown (in front of chest), triceps pushdown with high pulley, biceps curl with low pulley
- Free weights – exercise alternatives using both dumbbells (DB) and barbell (BB) where relevant: deadlift (as a safe lifting technique and as an exercise), lunge, squat (BB and DB), front raise, single arm row, single arm triceps press, bicep curl, shoulder press, lateral raise, upright row, bench press, bent arm pullover, chest flyes, prone flye, supine triceps press
- Training approaches – single sets, circuit weight training, multiple sets, super sets, giant sets, pyramids, pre and post exhaust, negative/eccentric training, forced reps, split routines
- Exercises to improve cardiovascular fitness
 - Cardiovascular machines, e.g. upright cycle, recumbent cycle, treadmill, stepper, rowing machine, elliptical trainer, cross trainer
 - Bodyweight cardiovascular exercises, e.g. step ups, running on spot, sprints, mountain climbers, burpees, jumping jacks, lunges
 - Variables of different machines, level, intensity, strokes per minute, revolutions per minute, kilometres per hour, step speed, incline, decline, impact, range of motion, muscle groups emphasised
 - Training approaches – steady state, fartlek, intervals
- Exercises to improve flexibility
 - Types – static maintenance (short duration) and developmental stretching (extended duration – 15-30 seconds), dynamic (range of movement) stretching, ballistic, PNF
 - When – during warm up (preparatory mobilisation and stretching), at the end of a session (flexibility component of cool down), between exercises (active recovery)
 - Stretching exercise positions – e.g. standing, sitting, kneeling or lying
 - Muscles requiring stretching – those worked in session or identified as requiring lengthening to improve posture (e.g. pectorals, latissimus dorsi, triceps, biceps, abdominals, erector spinae, quadriceps, hip flexors, hamstrings, gluteals, adductors, abductors, gastrocnemius, soleus, tibialis anterior)
 - Assisting aids – wall, step, strap, towel, gravity
- Exercises to improve motor skills
 - Specific to skill – speed, agility, reaction time, power, co-ordination, balance
 - Consideration to how each may be trained during other session components
- Functional exercise – movement patterns, muscle actions and components of fitness to mirror clients daily functional requirements
- Activities of daily living
 - Active travel
 - Walking
 - Climbing stairs
 - Gardening

- Desk breaks
- Moving more often and sitting down less
- Training variables
 - Frequency, intensity, time and type
 - Intensity – repetitions, resistance, rate, range of motion, rest, sets
 - Choice of exercise and exercise sequence
 - Speed of exercise
 - Type of muscle contraction
 - Joint action
 - Training approaches – split routines, single set etc.
 - Training outcomes – strength, endurance, hypertrophy, speed, power, flexibility, aerobic, anaerobic
 - Repetition ranges for strength, endurance, hypertrophy
 - Heart rate training zones for aerobic or anaerobic capacity
 - Use of repetition maximum (1RM, 10RM etc.)
- Principles of training appropriate to client needs
 - Specificity
 - Progressive overload
 - Reversibility
 - Adaptability
 - Recovery time and rest
 - Individual factors – age, gender etc.
 - How to reduce the risk of overtraining (including awareness of signs and symptoms of overtraining)
 - Purpose and use of periodisation – microcycles, mesocycles, macrocycles
- Methods of monitoring intensity
 - Rating of perceived exertion
 - Heart rate monitoring
 - METS
 - Talk test or verbal assessment
 - Observation

How to record and store client data and information

Taught content

- Programme demands – time commitments, physical demands
- Timetable of sessions – times, dates, venues
- How to record a personal training programme
 - Appropriate language and layout, clear and easy to understand, use of diagrams (as appropriate)
 - Information – exercises, equipment, intensity, duration etc.
- Methods – written, ICT, audio
- Appropriate records – PAR-Q and screening forms, informed consent, fitness assessment data, programme and session plans
- Programme records
 - Progressive plan information – activities and exercises, application of the FITT principle (frequency, intensity, time and type), strategies, progressions, modifications, adaptations
 - Individual session plan or programme card information – warm up phase, main phase, cool down and flexibility)
 - Training diary or log
- Review schedule
 - Dates planned
 - Methods to be used to evaluate and review progress – fitness assessment, goal review, visual observation of client’s performance, discussion of progress with client, monitor written exercise records, compare progress goals and against objectives
 - Review schedules dates discussion, fitness assessment
- Maintain client confidentiality: According to data protection legislation (e.g. confidential paperwork securely stored in locked filing apparatus, e-information password protected, coding system used on confidential forms instead of names), according to code of ethics
- When, and how to share the programme with other professionals
 - When – aspects outside limits of personal responsibility, for contra-indications and referrals, to improve motivation and support
 - Who – GP, other exercise or health professionals and colleagues, friends, family
 - How – permission of client, maintain confidentiality, adhere to information transfer procedures

LO2 Know how to prepare for and manage a personal training programme

How to obtain and prepare the resources needed for planned personal training sessions

Taught content

- Prepare self
 - Client notes and programme records available
 - Wear correct clothing and footwear, e.g. uniform (if appropriate)
 - Psychological preparation to ensure full attention given to client, with no distractions
- Review client consultation notes and assessment records to identify resources required:
 - Consider all planned activities
 - Check equipment needed
 - Portable equipment – Swiss ball, medicine ball, skipping rope, bench, barbell, dumbbell, step, tubing, mats
 - Fixed cardiovascular equipment – treadmill, bike, cross trainer, stepper, rower
 - Fixed resistance equipment – chest press, lat pull down, shoulder press, leg press, leg extension, leg curl, cable machines
 - Free weights – benches, racks, collars, plates
 - Check environment areas needed
 - Environment not designed for physical exercise – client’s home, outdoors
 - Environment designed for exercise – gym, studio, sports hall
 - Warm up and cool down area, amount of space
 - Check availability and accessibility of equipment
 - If equipment is in use by other users, identify and obtain alternative equipment
 - Conduct relevant health and safety checks to environment and equipment prior to use
 - Clean and hygienic
 - Operational
 - Appropriate space, temperature, ventilation, available water
 - Noise, e.g. music, other users

How to minimise risks when delivering personal training

Taught content

- Undertake a risk assessment of the exercise environment and equipment to check
 - Hazards and risks to be managed
 - Temperature, space, other users
 - Other professionals who can support with health and safety issues, e.g. first aider, health and safety officer, duty manager, gym manager (when available)
 - Availability of equipment
 - Client clothing, footwear, chewing gum, water availability
 - Storage of equipment: free weights, stability balls, mats, collars, benches
 - Organisation guidelines for reporting equipment that is faulty or requires maintenance
- Minimise risks
 - Plan risk control measures
 - Appropriate exercise selection or alternatives
 - Safe exercise supervision
 - Awareness of other activities happening at the same time to minimise injury from other individuals using equipment in close proximity
 - Report any issues using appropriate procedures

How to maintain contact with clients between sessions

Taught content

- Agree how to maintain contact with clients between sessions using appropriate negotiation and communication.
- Methods
 - Email
 - Telephone
 - Post
 - Text message
 - Face to face
- Purpose of communication – motivation, change appointments, reminders

How information technology be used to manage personal training

Taught content

- Range of technology available
- Uses of technology
 - Manage business operations – managing accounts and finances, marketing and sales
 - Scheduling appointments
 - Session reminders
 - Motivation between sessions
 - Promotion and staying in touch, e.g. social media
 - Client use, e.g. wearable technology, pedometers, mobile phone applications
 - Ethical considerations – data protection, intellectual property, patents and copyright

LO3 Know how to deliver and review personal training sessions to meet client needs

How to welcome the clients and help them to feel at ease in the exercise environment

Taught content

- Build rapport
 - Use client name
 - Welcome positively and politely
 - Use conversational communication to put client at ease
 - Check any concerns, listen and offer alternative suggestions, if appropriate
 - Reassure
 - Be supportive and encouraging
- Orientate them to the environment (as appropriate)
 - Tour working areas, e.g. if new client
 - Safety exists and procedures
 - Introduce to other staff, when appropriate
 - Discuss other activities and services, e.g. group classes
- Appropriate customer care, to demonstrate
 - Positive image of self – timekeeping, dress, hygiene, appearance, communication, professional behaviour
 - Positive image of organisation – working relationship with colleagues, quality of customer care, branded uniform
 - Working relationship with clients – ethical, mutual respect and trust, maintain professional boundaries, fairness and equality
 - Working relationship with colleagues – spotters, assistants, managers, other professionals
 - Knowledge of other services to meet client needs, e.g. group exercise

How to introduce and explain sessions to clients

Taught content

- Review and discuss client goals
- Provide an overview of planned exercises
- Explain how specific exercises and training approaches used will help clients to progress towards their goals
- Outline changes that can be made to progress or regress exercises, as required
 - Levers, resistance, reps and sets, rest periods, speed of movement, range of movement, target heart rate, RPE
- Advise clients of any exercises that will offer a physical or technical challenge
- Explain the type of challenge
 - Increased coordination required
 - Increased intensity applied, e.g. repetitions, resistance, sets

- Increased intensity e.g. target heart rate (THR) zone or rating of perceived exertion (RPE)
- Change to timings – session components, work to rest ratios
- Changes to exercise sequence - exercise order, transitions
- New training approach to be used
 - Resistance systems – pyramid, super-setting, giant sets, tri sets, forced repetitions, pre/post-exhaust, negative/eccentric training or change of training focus, e.g. muscular strength/ endurance/muscular fitness
 - Cardiovascular systems – interval, fartlek, continuous
- Explain how the client may experience the challenge using accessible language
 - Increased temperature or sweating
 - Increased breathless, less able to hold a conversation
 - Muscle aches or tension at end of a specific number of repetitions
- Explain how the challenge will be managed
 - Extra support provided
 - Use of specific method to monitor intensity
 - Motivation
 - Focus on technique and alignment
- How to assess clients' state of readiness and motivation to take part in the planned exercises
 - Use of questioning to determine physical and psychological readiness to exercise, the client's level of motivation and to identify specific fears or concerns
 - Use of active listening and demonstration of appropriate empathy
 - Review PAR-Q
 - Verbal screening to identify any changes
 - Defer if client feeling unwell or unsuitable clothing or footwear
 - Refer or signpost to GP if any changes to PAR-Q, e.g. positive response (Answer 'yes')
 - Ready to participate if PAR-Q responses negative ('no' responses)
- How to agree and record any changes to client's plans
 - Review planned activities with client
 - Consider and discuss client readiness
 - Discuss any changes the client may want to make
 - Discuss any changes the trainer would like to make
 - Negotiate and agree specific changes
 - Record changes on the programme card, as an accurate record

How to structure a safe and effective personal training session

Taught content

- Consider client needs – apparently healthy, beginner, experienced, special populations sports specific, 1 to 1 client or small group of clients
- Consider environment
 - Environments designed for exercise – gym, studio or sports hall
 - Environments not designed for exercise – client’s home, other enclosed space, outdoors
- Session structure
 - Warm up – mobility, pulse raising, preparatory stretching and range of motion exercises, induction and skill rehearsal, gradual and progressive build up
 - Main workout – cardiovascular component, resistance component, including core stability, free-weights, bodyweight exercises (as appropriate to client needs and goals)
 - Cool down – pulse lower after cardiovascular training, maintenance and development stretches, using appropriate stretch positions
- Exercises and equipment
 - Use of appropriate exercises and equipment for all components of fitness – cardiovascular, muscular fitness (strength and endurance), flexibility, motor skills (as appropriate to client needs)
 - Use of appropriate cardiovascular training approaches
 - Interval
 - Fartlek
 - Continuous
 - Use of appropriate resistance training systems and approaches
 - Circuit weight training
 - Pyramid systems
 - Super-setting
 - Giant sets
 - Tri sets
 - Forced repetitions
 - Pre/post exhaust
 - Negative/eccentric training
 - Instruction of correct lifting and passing techniques
 - Deadlift with barbell
 - Spotting
 - Equipment
 - Portable equipment – Swiss ball, medicine ball, skipping rope, bench, barbell, dumbbell, step, tubing, mats
 - Fixed cardiovascular equipment – treadmill, bike, cross trainer, stepper, rower
 - Fixed resistance equipment – chest press, lat. pull down, shoulder press, leg press, leg extension, leg curl, cable machines

- Free weights: benches, racks, collars, plates
- Adaptations and modifications
 - Client needs – skill and fitness, pre-screening information and checks
 - Environmental needs – temperature, space, type and intensity of session, availability of equipment, other users

Appropriate instructional and communication skills for personal training

Taught content

- Delivering 1 to 1 sessions
- Delivering small group sessions – balancing the needs of individuals and the group
- How to identify incorrect technique
- How to modify, adapt and progress exercises for specific needs
- How to correct clients
- How to recognise signs of over or under exertion
- Appropriate Instructional skills
 - Teaching sequence: for inducting new exercise
 - IDEA – Introduction, Demonstration, Explanation of Activity, Activate client
 - NAMSET – Name the Exercise, Name the Area working, Name the Muscle(s) used, Silent demonstration, Explain set up and teaching points, Teaching points/cues while client performs the exercise (relevant points/cues based on observation)
 - Explanations (as appropriate for client needs and environment)
 - Verbal explanations – technically correct instructions, to correct poor technique, to meet individual needs, positive reinforcement and praise, feedback on performance (timely, clear, motivational, positive praise, specific, clear and concise and tailored to individual needs)
 - Visual demonstrations of movements and techniques
 - Use of mirroring, technically correct and accurate demonstrations, effective posture, safe and effective alignment of exercise positions, quality of movement, appropriate empathic movement speed and range, use of visual reinforcement to correct alignment, e.g. pointing to correct action of joint movement, using hands to press own shoulders down to indicate lengthening of neck and keeping shoulders away from ears. Smiling as a form of praise and encouragement
 - Lifting and passing
 - Explain and demonstrate correct lifting techniques (deadlifting BB/DB safely from the floor), explain and demonstrate correct passing techniques (self-spotting, use of spotter, use of racks), your bar-my bar or similar communication technique for spotting with barbells
- Appropriate communication and motivation skills
 - Verbal communication - positive language, volume, pitch and tone
 - Non-verbal communication – positive body language, hand gestures, eye contact, facial expressions, active listening

- Appropriate to client needs (e.g. visual or hearing impairments, speakers of other languages), fair and equitable, personalised, new or returning clients, culturally competent interactions
- Appropriate to environment (e.g. space, layout), use appropriate methods of voice projection (noisy or busy environments), use effective volume and pitch of voice (instructions, explanations, teaching points, motivation)
- Motivational techniques
 - Appropriate to the client and exercise format
 - Positive reinforcement
 - Appropriate voice pitch and tone
 - Types of motivation: reward motivation, goal motivation, intrinsic self-motivation, peer-motivation, affirming statements
- Supervision and correction skills
 - Observation of clients from different angles and teaching positions (front, side, rear), observe clients body position and posture, technical performance
 - Respond to client needs
 - Use of positive and constructive feedback
 - Reinforcement of teaching points to correct technique and reinforce effective technique
 - Answer client questions
 - Other methods of correction, e.g. manual/touch, with sensitivity to client, seek permission first and guide to position rather than moving limbs
- How to adapt their communication skills to meet client needs
 - Non-verbal communication – use of body language, facial expressions and gestures to offer encouragement
 - Verbal communication – modify voice tone, language and pace of instructions, use of imagery, use of visualisation, positive language
 - Client needs – experienced, beginner, lack of confidence, low motivation

Safe and effective alignment for a range of exercises and how to correct exercise technique

Taught content

- Exercise positions – sitting, standing, bent-over, lying (prone, supine, side), inclined, declined, all-fours, kneeling
- Correct alignment
 - Neutral spine (in all start positions)
 - Joint position – according to specific structure and range of movement (e.g. avoidance of locking/ hyperextension and excessive unwanted/unintended movement)
- Postural and alignment cues
 - Standing tall and upright
 - Equal spread of body weight in exercise start position
 - Looking forward
 - Weight-bearing joints unlocked (soft)
- Machine/equipment adjustments for client positioning – position of resistance machine pivot alignment with moving joint, adjustment of machine pins to select an appropriate resistance, positional indicators on machines, emphasis of body position and alignment when setting up to perform exercises
- Specific technique instructions and teaching points for each exercise – full range of cardiovascular machines, resistance machines, free weight exercises and body weight exercises. Use of appropriate teaching sequence when inducting equipment
- Methods of correction – reinforce teaching points, use of eye contact, use of appropriate visual cues, demonstrations and gestures, use of touch to guide (when appropriate)

Appropriate methods to monitor intensity of exercise

Taught content

- Recognise signs of overexertion – breathlessness, pain or discomfort, change in skin colour, loss of co-ordination, client verbal expression.
- Methods to monitor exercise intensity
 - Talk test
 - Rate of Perceived Exertion (RPE)
 - Heart rate monitoring (within target heart rate zones)
 - Observation
- Appropriateness of methods – according to client needs, experience and availability of equipment, e.g. visual RPE scale, heart rate

How to adapt personal training sessions and programmes

Taught content

- Methods of progression or regression
 - Exercise mode – bodyweight, equipment, unloaded or loaded (weight-bearing)
 - Exercise order

- Number of exercises
- Training approach
- Intensity – lever length, repetitions, sets, speed, resistance, range of motion, rest, target heart rate
- Equipment setting – use of quick start, manual and other programme settings
- Duration of components and full session
- Adaptations to meet client needs
 - Skill
 - Fitness
 - Confidence
 - Achievement of goals
 - Non-achievement of goals
 - Motivation
- Adaptions to session structure
 - Duration of components
 - Intensity of components
 - Type of exercise in each component
 - Equipment included in each component.
 - Environment used for session
- Adaptations to intensity of exercises
 - Appropriate to component of fitness being targeted
 - Repetitions
 - Sets
 - Rate
 - Range of movement
 - Resistance
- Training approaches
 - Cardiovascular: intervals, continuous, Fartlek
 - Resistance: circuit weight training, single set, pre and post exhaust, pyramids, super
- Adaptions to individual exercises
 - Position
 - Equipment
 - Exercise used
 - Lever length
 - Comfort
 - Base of support
 - Stability
- Application of principles
 - Frequency of sessions
 - Progressive overload
 - Specificity

- Reversibility
- Reasons for adaptation
 - Client request
 - Client preference
 - Goal not achieved
 - Goal achieved
 - Outcomes of reviews and assessments
 - Lapse in training
 - Redefine goals to meet client needs
 - Changes in circumstances, e.g. injury, availability, health change
 - Agree adaptations, progressions or regressions with client

How to end sessions safely and effectively

Taught content

- Appropriate to clients – individuals, groups, special requirements, level of fitness, skills level, experience
- Appropriate to session – intensity, duration and type of activities, e.g. cardiovascular, muscular fitness, flexibility, motor skills, circuit formats
- Appropriate to environment – temperature, space, time of day, intensity of session
- Provide clients with feedback
- Provide clients with an accurate summary of strengths and areas for improvement in relation to
 - Technical performance
 - Progress
 - Motivation and effort
 - Health and safety
- Provide Information about future sessions and activities
 - Supervised sessions – 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
- How to leave the environment in acceptable condition after use
 - Environment – clean, hygienic, tidy, temperature, ventilation, and lighting
 - Equipment – clean, hygienic, removed and safely stored/stacked, secure storage of free weights, remove pins from resistance machines, report and record maintenance issues/faults

How to review client programmes and progress

Taught content

- The purpose of reviewing progress
 - To assess client progress – review training log or programme card, monitor achievement of goals (short, medium, long term) and adaptations: using appropriate assessments/measures, use agreed evaluation guidelines to compare progress and performance against goals, fitness assessment results
 - To identify and take account for any changes in circumstances, e.g. health, socioeconomic, time, support
 - To redefine and revise goals not being achieved and identify goals already achieved and set new goals
 - To adapt the programme as required, e.g. identify exercises or physical activities which need adaptation to achieve goals, identify more suitable resources and environments, and identify change of resources and environment to achieve variation, according to client preferences and needs
 - To gain client feedback on their progress – enjoyment, satisfaction, preferences, performance improvements, any dislikes
 - To give client 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 weakness, ensure the client’s understanding, provide verbal information on managing own future activities, e.g. suggested activities, training recommendations or guidelines
 - To review outcomes – strengths, areas for improvement and adaptations required
 - To identify and agree any changes – use communication and negotiation skills to reach a mutual agreement on changes
 - To identify and reward achievements
 - To provide motivation
 - To promote adherence
- How to review progress with clients
 - Agree review dates and review methods in advance
 - Explain the purpose of review
 - Review goals and their achievement
 - Review programme
 - Encourage client views and feedback
 - Identify and agree changes
 - Conduct relevant physical assessments (when appropriate)
 - Use agreed evaluation guideline to compare progress and performance against goals, fitness assessment results
 - Give feedback to clients
 - Review outcomes
 - Discuss and agree adaptations

- Content of reviews
 - Client goals and achievement
 - Client performance and exercise technique
 - The effectiveness of instructional skills
 - The effectiveness of communication – verbal and non-verbal
 - The quality of the relationship established with the client
 - Motivational strategies and tools
 - Session structure, content and selected activities
- How to record changes to the programme
 - Records: programme card, exercise diary or log
 - Methods: written, ICT, audio
 - Information: new goals, client views, adaptations, reasons for changes, changes made

Value and purpose of reflective practice

Taught content

- Value and purpose of reflective practice
 - To identify strengths
 - To identify areas for improvement: skills or knowledge
 - To improve professional practice and standards
 - To enable more effective planning and delivery of personal training, to more effectively meet client needs
 - To improve quality of service provided
 - To improve career opportunities
- How to reflect on practice
 - Look back on the session and consider practice in relation to objectives
 - Use of client feedback
 - Use of own self-evaluation
 - Use of peer or mentor feedback
 - To discuss and review practice
 - To identify strengths and weaknesses
 - To identify areas to develop
 - To identify ways to improve personal practice
 - Identify ways to improve practice
 - Create personal action plan
 - Use personal goal setting
 - To discuss and review practice
 - To identify professional development activities: reading, workshops, work with experienced personal trainer as mentor, higher level qualifications

LO4 Be able to consult with clients and conduct assessments

Consulting with the client(s) to collect information

Taught content

- Welcome the client(s) and use appropriate communication skills to build rapport
- Positive and appropriate communication to build client confidence and maximise customer experience, e.g. create a positive, motivating and empowering environment
- Appropriate set up of environment
- Show sensitivity and empathy towards information gathered from, and shared by the client
 - Personal needs and goals
 - Barriers presented
 - Stage of readiness
 - Client feedback
- Collect the information required to design, tailor and coach an effective exercise programme
 - Use of appropriate strategies – motivational interviewing, solution-focused, trans-theoretical (evidence-based models) to support change and longer-term adherence
 - Client information to include – personal details, goals, lifestyle, medical history, physical activity history, current health status, activity preferences, barriers to participation, motivation to make changes
 - Client readiness to make changes – stage of change and TTM model
 - Health screening and risk stratification to identify reasons for deferral of exercise or need for signposting to other professionals or gathering information from other professionals prior to participation (where relevant)
- Gain the clients informed consent prior to any assessment (and exercise)
- Adapt and tailor interpersonal communication during the consultation to thoroughly elicit information

Conducting appropriate assessments

Taught content

- Gain the clients informed consents prior to any assessment
- Educate the client on the value of pre-exercise assessments
- Advise client on correct procedures and protocols, including any risks of physical assessments
- Adapt and tailor interpersonal communication during the assessments
- Select and use appropriate interview, consultation methods and assessments that are appropriate to the clients' needs (e.g. skill, age, fitness, Injury, personal sensitivity etc.) and the assessment conditions, including availability of equipment, time available, environment (temperature and space etc.)
- Supervise physical assessments to ensure client safety and maximise effectiveness of assessment (validity and reliability)
- Assessments may include (as appropriate)
 - Health screening and risk stratification, e.g. completion of relevant PAR-Q forms; deferral of assessment or exercise (where appropriate) or signposting to other professionals, as appropriate
 - Completion of informed consent prior to any assessment

- Physical health assessments (as appropriate)
 - Blood pressure (manual and digital)
 - Anthropometrics
 - Height and weight
 - Body mass index (BMI)
 - Waist circumference, waist to hip ratio, body composition.
 - Observation and analysis of posture
- Fitness assessments (as appropriate)
 - 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
- NB: The assessments listed are examples only. Any valid and reliable assessment may be selected if this is appropriate for the client needs

Providing feedback on the outcomes of assessments and record client information

Taught content

- Collate information and record using an appropriate format
- Interpret results and recorded data using accepted criteria (e.g. norm tables)
- Provide feedback to the client on the outcome of assessments, using a positive, constructive, concise, motivational approach; using simple and accessible language and interpersonal skills
- Offer advice and guidance within scope of practice to promote healthier lifestyle choices

LO5 Be able to analyse client information and design a tailored personal training programme

Evaluating client information to plan and agreeing a tailored personal training programme

Taught content

- Use client information to agree client goals and objectives and identify their readiness to participate
 - When to refer
 - When to defer
 - When to signpost and involve other professionals
- SMART goals – short, medium and long term
- Types of goals – physiological, psychological, behavioural, social etc.
- Outline of types of exercises and frequency of sessions
- Review dates for re-assessment to monitor client progress
- Methods of assessment that can be repeated and reused to inform the review, e.g. fitness assessment or posture observation
- All information should be analysed and used to plan a personal training session that meets the client's needs and goals, with consideration to the outcomes of all assessments conducted and all client information gathered
- Identification of other services or products that could be promoted to meet client needs
- Agree programme demands, timetable of session, evaluation and review methods with the client
- Agree how to communicate with clients between planned sessions
 - Method of contact, e.g. telephone, email, text, social media
 - Frequency of communication
 - Circumstances for communication, e.g. motivation, cancellation etc.

Planning and recording a tailored progressive personal training programme to achieve client goals

Taught content

- For individual clients and small groups of clients
- Record client goals
 - SMART goals – short, medium and long term
 - Types of goals – physiological, psychological, behavioural, social etc.
- Record number of weeks and number of sessions per week
- Record timings and sequences for each session
- Record the equipment and environment needed
- Record modality and intensity of exercises
- Record training approaches used
- Record all components of the session
 - Warm up (mobility, pulse raiser and stretch)
 - Cardiovascular exercises

- Resistance exercises
- Cool down and stretching activities
- Record – environment, exercise/equipment name, reps, sets, intensity, duration, level or resistance, muscle group, realistic timings and sequences, alternatives and progressions, teaching points
- Record review dates and methods
- Record changes and adaptations to the programme
- Record client feedback and personal notes
- Record health and safety considerations
- Plan appropriate use of the principles and variables of training to meet the client’s needs and goals (frequency, intensity, time, type)
- Any other professionals the programme needs to be shared with
- Any other environments used, e.g. client’s home, outdoors, studio, sports hall, gym, other confined space (e.g. office)
- Consider how the planned progressive programme reflects the clients longer term goals, individual needs and potential to support long term behaviour change
- Use appropriate recording mechanisms for
 - Single sessions
 - Progressive programme
 - Adaptations and modifications

Applying exercise science to programme design

Taught content

- Musculoskeletal – structure, physiology, postural abnormalities, physiological adaptations to exercise, measuring exercise response, exercise risks
- Biomechanical – resistance training equipment, exercise intensity, exercise safety, contraindications
- Physiological – nervous and endocrine system, overtraining, effects of individual factors on exercise response, does response relationship
- Cardio-respiratory – structure and function, cardiac cycle, circulation, gaseous exchange, heart rate response, physiological adaptations
- Energy systems – aerobic and anaerobic, exercise intensity, oxygen demands of different activities, physiological adaptations

LO6 Be able to deliver, manage and review personal training sessions to meet client needs

Preparing the environment and resources needed to deliver the personal training session

Taught content

- Client consultation records
- Self-preparation
- Equipment preparation
- Environment preparation
- Appropriate health and safety checks
- Appropriate duty of care, hazard identification risk assessment and management

Preparing the client(s) for personal training

Taught content

- Welcome the client and help them to feel at ease in the exercise environment
- Use their client name
- Introduce self and clarify role and responsibilities and scope of practice
 - Duty of care – ethical and professional conduct, equality and diversity, safeguarding
- Professional interaction – use appropriate communication skills, verbal and non-verbal, including: clear instructions, accurate information, active listening, appropriate voice tone and volume, appropriate language and body language, eye contact, posture, appearance etc.
- Explain to clients how the planned objectives and exercises support their goals
- Explain the physical and technical demands of the planned exercises to clients
 - Intensity
 - Complexity
 - Adaptations and progressions
- Assess clients' state of readiness and motivation to take part in the planned exercises
- Verbal pre-screening and physical readiness to participate
- Motivational readiness
- Agree and record any changes to client's plans
- Modifications, progressions or changes to exercises in response to client needs, requests or other factors, e.g. environment and equipment

Delivering a safe and effective personal training session

Taught content

- For a range of client needs – healthy clients, low risk medical conditions, sport specific, performance related
- Instruct a safe and effective warm up appropriate to the client, programme and environment needs
 - Mobility, pulse raising, preparatory stretching, induction and skill rehearsal
 - Gradual and progressive build up
 - Appropriate use of equipment
 - Effective instruction and communication
 - Induct any unfamiliar equipment
- Instruct a safe and effective cardiovascular programme that is appropriate to the client, programme and environment needs
 - Gradual build up on intensity, work in target heart rate zone, gradual decrease of intensity
 - Appropriate intensity and duration
 - Appropriate use of equipment
 - Appropriate training approaches – interval, steady state, fartlek
 - Effective instruction and communication
 - Induct any unfamiliar equipment
- Instruct a safe and effective resistance programme that is appropriate to the client needs, programme and environment
 - Balanced whole body approach
 - Appropriate equipment – free or fixed weights
 - Appropriate intensity, repetitions, resistance, rate, range of motion
 - Appropriate training systems and approaches – e.g. single or multiple sets etc.
 - Effective instruction and communication
 - Induct any unfamiliar equipment
- Instruct a safe and effective cool down and stretch component that is appropriate to the client needs, programme and environment
 - Rewarm muscles or pulse lower (as appropriate)
 - Stretch muscles – maintenance and developmental, all muscles used in session
 - Methods – static, dynamic, PNF etc.
 - Appropriate positions
 - Effective instruction and communication
 - Create an effective closing for the session, by reviewing the session with the client, gaining feedback and summarising strengths, weaknesses and areas to continue to develop
- Application of exercise science to programme delivery
 - Musculoskeletal – structure, physiology, postural abnormalities, physiological adaptations to exercise, measuring exercise response, exercise risks

- Biomechanical – resistance training equipment, exercise intensity, exercise safety, contraindications
- Physiological – nervous and endocrine system, overtraining, effects of individual factors on exercise response, dose response relationship
- Cardio-respiratory – structure and function, cardiac cycle, circulation, gaseous exchange, heart rate response, physiological adaptations
- Energy systems – aerobic and anaerobic, exercise intensity, oxygen demands of different activities, physiological adaptations
- Training approaches – steady state, fartlek, intervals (CV) and single sets, multiple sets, super sets, giant sets, pyramids, pre and post exhaust, negative/eccentric training, forced reps (RT)
- Leave the environment in acceptable condition for other users
 - Environment – clean, hygienic, tidy, temperature, ventilation, and lighting.
 - Equipment – safely stored/stacked, remove pins from resistance machines, report and record maintenance issues/faults

Providing instructions, explanations and demonstrations that are technically correct, safe and effective and appropriate to the client(s)

Taught content

- Induct any unfamiliar equipment using appropriate teaching sequence
 - IDEA
 - NAMSET
- Explanations and demonstrations (as appropriate for client needs and environment)
 - Verbal explanations
 - Visual demonstrations
- Lifting and passing methods
- Appropriate use of spotting (when required)
- Observation of clients from different angles and teaching positions
 - Respond to client needs
 - Adapt or modify or progress exercises to meet specific needs
 - Provide positive feedback
 - Motivate and encourage
 - Reinforce correct technique
 - Correct client technique, when required
- Correct client technique at appropriate points
 - Observation of clients from different angles and teaching positions
 - Identify any incorrect alignment
 - Reinforce teaching points to improve alignment and performance and maximise safety
 - Balance correction with identification of client strengths
- Use a range of motivational styles to improve client performance
 - Constructive, positive and motivational feedback
 - Use of verbal and non-verbal communication

Monitoring exercise intensity and progress or regress exercises according to client's performance

Taught content

- Observation, RPE, talk test, heart rate monitoring, wearable devices
- Method(s) appropriate for client
- Method(s) appropriate for component
- Recognise signs of overexertion - breathlessness, pain or discomfort, change in skin colour, loss of co-ordination, client verbal expression
- Progress – increase intensity, e.g. resistance, repetitions, range of motion or difficulty
- Regress – decrease intensity, e.g. resistance, rate, repetitions or increase rest intervals

Reviewing the effectiveness of personal training with the client(s)

Taught content

- On-going reviews of individual sessions and full programme
 - Use of repeat assessments at specific intervals within the programme to review progress
 - Consider how progress reviews and trainer feedback can influence client progress and motivation
- Select appropriate methods to gather information to inform the review progress
 - Gather feedback from the client and encourage them to evaluate their own progress
 - Use own self evaluation
- Review of
 - Session aims
 - Client goals (SMART)
 - The effectiveness of instructional and communication skills
 - The effectiveness of session structure and content
 - Range of activities
 - Client performance
 - Own performance
 - Health and safety
 - Motivational skills
- Provide feedback to the client – appropriate time-frame, positive and linked to goals
- Amend programme – as appropriate
 - Identify areas for client to develop using a positive and motivational approach
 - Identify areas for own personal development
- Adapt the personal training to meet review outcomes
 - Negotiate changes with clients
 - Chosen exercises
 - Exercise intensity
 - Changes in circumstances
- Record programme changes and adaptations using an appropriate format – programme card, progressive programme or training diary

Managing the personal training programme

Taught content

- Timetable of sessions – times, dates, venues
- Contact with clients between sessions – email, text, social media etc.
- Methods – written, audio, social media and use of IT for managing programmes and contact
 - Manage business operations – accounts and finances, marketing and sales
 - Scheduling appointments
 - Session reminders
 - Motivation between sessions
 - Promotion and staying in touch
- Appropriate client records – PAR-Q and screening forms, informed consent, fitness assessment data, programme and session plans, review schedule
- Client confidentiality – according to data protection legislation (e.g. confidential paperwork securely stored in locked filing apparatus, e-information password protected, coding system used on confidential forms instead of names), according to code of ethics
- When, and how to share the programme with other professionals

Assessment requirements

1. Knowledge outcomes

Learning Outcome	Assessment Criteria	Assessment requirement
LO1 Know how to consult with clients and analyse information to design a tailored personal training programme	1.1. Explain the purpose of consulting with clients	Portfolio of evidence
	1.2. Describe how to collect information from clients	
	1.3. Describe how to build rapport and develop effective working relationships with clients	
	1.4. Describe the role of exercise and activity on the prevention and management of chronic health conditions	
	1.5. Describe the importance of long term behaviour change and the advantages of personal training	
	1.6. Explain the purpose and process of informed consent	
	1.7. Describe the client information that must be analysed and considered to agree goals and plan tailored personal training programmes	
	1.8. Describe how to use client information to plan a personal training programme	
	1.9. Describe appropriate exercises to design and tailor a progressive personal training programme	
	1.10. Describe how to record and store client data and information	

Learning Outcome	Assessment Criteria	Assessment requirement
LO2 Know how to prepare for and manage a personal training programme	2.1. Describe how to obtain and prepare the resources needed for planned personal training sessions	Portfolio of evidence
	2.2. Describe how to minimise risks when delivering personal training	
	2.3. Describe how to maintain contact with clients between sessions	
	2.4. Describe how information technology can be used to manage personal training	

Learning Outcome	Assessment Criteria	Assessment requirement
LO3 Know how to deliver and review personal training sessions to meet client needs	3.1. Explain how to welcome the clients and help them to feel at ease in the exercise environment	Portfolio of evidence
	3.2. Explain how to introduce and explain sessions to clients	
	3.3. Describe how to structure a safe and effective personal training session	
	3.4. Describe appropriate instructional and communication skills for personal training	
	3.5. Describe safe and effective alignment for a range of exercises and how to correct exercise technique	
	3.6. Describe appropriate methods to monitor intensity of exercise	
	3.7. Explain how to adapt personal training sessions and programmes	
	3.8 Explain how to end sessions safely and effectively	
	3.9. Explain how to review client programmes and progress	
	3.10. Explain the value and purpose of reflective practice	

Portfolio of evidence

There must be evidence that the learners possess all the knowledge and understanding listed in the knowledge section of the unit specifications. The knowledge content of LO1 – LO3 will be evidenced in the portfolio of evidence produced as part of the unit skills assessments, formative and summative, e.g. client consultation, personal training programme card and practical delivery of a personal training session.

Where evidence does not naturally occur within the practical skills assessments, assessors may use oral questioning or planned professional discussion as supplementary evidence to ensure all knowledge-based assessment criteria are covered. All questions and/or professional discussions should be recorded.

The portfolio of evidence must include formative assessment records to evidence that learners have:

- Consulted with, and designed and delivered programmes for different clients
- Used a variety of consultation and assessment methods
- Assessed client lifestyle, health and wellbeing and motivation
- Delivered all components of a personal training session
- Demonstrated exemplary customer service and professional practice
- Maintained an appropriate duty of care (health and safety)
- Used appropriate information technology
- Reviewed and evaluated the personal training programmes they deliver

The portfolio of evidence must be completed prior to undertaking the summative practical assessment.

The portfolio of evidence should contain evidence to demonstrate that learners have:

- Consulted with, and designed and delivered programmes for at least 4 different types of client:
 - inactive and sedentary clients

- clients' recovering from illness or injury
- over-trained clients
- high-level and sport specific performers
- clients with low risk medical conditions
- individual clients
- small groups of clients
- Used a minimum of 4 physical health or fitness assessments (as appropriate to client needs):
 - Blood pressure (manual or digital)
 - Heart rate (manual or digital)
 - Anthropometrics, height and weight, body mass index (BMI), waist circumference, waist to hip ratio, body composition
 - Postural assessments
 - Fitness assessments – cardiovascular, muscular, flexibility
- Designed and delivered progressive programmes to achieve 4 different types of client goals:
 - General health and fitness, e.g. improved energy level
 - Physiological, e.g. muscular endurance, strength, aerobic, anaerobic, hypertrophy
 - Skill-related, e.g. balance, power, speed, co-ordination
 - Psychological, e.g. self-esteem, stress management
 - Lifestyle, e.g. healthy eating, increase activity
 - Social, e.g. interaction with others
 - Functional ability, e.g. mobility
 - Performance goals
 - Sport specific goals
- Designed and delivered programmes using all cardiovascular training approaches:
 - continuous or steady state
 - intervals
 - fartlek
- Designed and delivered programmes using a minimum of 4 resistance training approaches:
 - circuit weight training
 - single set
 - basic sets
 - Delorme and Watkins (10RM)
 - Berger (6RM)
 - super sets or giant sets
 - pre and post exhaust
 - pyramids
 - split routines
- Designed and delivered programmes using all types of stretching:
 - static

- dynamic
- proprioceptive neuromuscular facilitation (PNF)
- Designed and delivered programmes in a minimum of 3 environments
 - gym-based
 - studio-based
 - outdoors
 - sports hall
 - home-based or confined space

The knowledge content of LO1 – LO3 will be evidenced by written assignments produced as part of the unit skills assessments (formative and summative), e.g. client consultation, personal training programme card and practical delivery of a personal training session.

Where evidence does not naturally occur within the practical skills assessments, assessors may use oral questioning or planned professional discussion as supplementary evidence to ensure all knowledge-based assessment criteria are covered. All questions and/or professional discussions should be recorded.

2. Practical observation

Learning Outcome	Assessment Criteria	Assessment requirement
LO4 Be able to consult with clients and conduct assessments	4.1. Consult with the client to collect information	Client consultation and assessment & development of a personal training programme
	4.2. Conduct appropriate assessments	
	4.3. Provide feedback on the outcomes of assessments and record client information	

Learning Outcome	Assessment Criteria	Assessment requirement
LO5 Be able to analyse client information and design a tailored personal training programme	5.1. Evaluate client information to plan and agree a tailored personal training programme	Client consultation and assessment & development of a personal training programme
	5.2. Plan and record a tailored progressive personal training programme to achieve clients goals	
	5.3. Apply exercise science to programme design	

Learning Outcome	Assessment Criteria	Assessment requirement
LO6 Be able to deliver, manage and review personal training sessions to meet client needs	6.1. Prepare the environment and resources needed to deliver the personal training session	Summative personal training session
	6.2. Prepare the client(s) for personal training	
	6.3. Deliver a safe and effective personal training session	
	6.4. Provide instructions, explanations and demonstrations that are technically correct, safe and effective and appropriate to the client(s)	
	6.5. Monitor exercise intensity and progress or regress exercises according to client's performance	
	6.6. Review the effectiveness of personal training with the client(s)	
	6.7. Manage the personal training programme	

Client consultation and assessment & development of a personal training programme

The content of LO4 – LO5 will be evidenced by a client consultation and assessment and development of a personal training programme.

Learners must carry out a complete consultation and assessment with a client, which will be observed and marked by centre assessors. They must then plan a personal training programme to meet the needs to the client.

The consultation and assessment must take place in a real or realistic working environment on a real or realistic client.

Where evidence does not naturally occur within the observed consultation, assessors should use oral questioning or other assessment methods to ensure the learner has fully achieved all assessment criteria. Oral questioning or professional discussions should be planned and recorded.

Personal training session

The content of LO6 will be evidenced by delivery of a summative personal training session.

Learners must deliver a personal training session which will be observed and marked by centre assessors.

The practical assessment must take place in a real or realistic working environment on a real or a realistic individual client or small group of clients.

Where evidence does not naturally occur within the observed assessment, assessors should use oral questioning or other assessment methods to ensure the learner has fully achieved all assessment criteria. Oral questioning or professional discussions should be planned and recorded.

Resources

The special resources required for this unit are access to a variety of real or realistic working environments; a diverse range of real or realistic clients (unknown to the learner), and a variety of equipment which supports the design and delivery of bespoke personal training sessions to meet a diverse range of client needs.

Client needs may include: inactive and sedentary clients; clients recovering from illness or injury, over-trained clients; high-level and sport specific performers and clients with low risk medical conditions.

Best practice should be encouraged by giving learners the opportunity to access current research and guidelines that inform exercise science (e.g. NICE, ACSM, BASES, BHFNC, Department of Health).

Document History

Version	Issue Date	Changes	Role
v1.0	28/09/2018	First published	Qualifications Manager
v2.0	12/10/2018	Amended incorrect numbering on page 42	Qualifications Administrator
v3.0	19/10/2018	Amendment to the assessment criteria headings following technical review	Qualifications Administrator
v4.0	20/11/2018	Updating World Health Organisation web link	Qualifications Administrator
v5.0	26/11/2018	Removal of assessment criteria verbs from learning outcomes	Qualification Administrator