USP57M
Delivering personal training sessions

Unit reference number: J/507/5608
Level: 3
Guided Learning (GL) hours: 56

Overview
This unit is about delivering personal training sessions with apparently healthy adult clients. Learners will develop the knowledge and skills to prepare resources and clients for personal training sessions and to instruct and adapt personal training sessions to meet client needs. Learners will also develop the knowledge and skills to review sessions and reflect on the personal training sessions they provide.

Learning outcomes
On completion of this unit, learners will:

LO1 Know how to prepare resources and clients for personal training sessions
LO2 Know how to instruct and adapt personal training sessions
LO3 Know how to review and reflect on personal training sessions
LO4 Be able to prepare resources and clients for personal training
LO5 Be able to instruct and adapt personal training sessions to meet client needs
LO6 Be able to review and reflect on providing personal training sessions

Version 7
Assessment requirements

Learners must complete all four assessment requirements related to this unit:
1. Service portfolio
2. Graded practical assessment
3. External examination
4. Graded synoptic assessment

1. Service portfolio

Learners must produce a delivering personal training service portfolio.

At a minimum the assessment portfolio for this unit must include records of preparation and planning, client programmes, records of instruction, observation records, and records of programme reviews covering all of the following:

- Planned for a minimum of 2 environments (1 not specifically designed for exercise)
  - Gym
  - Studio
  - Sports hall
  - Client's home or other enclosed space
  - Outdoors

- Prepared all resources
  - Environment
  - Portable equipment
  - Fixed equipment

- Implemented all screening methods
  - PAR-Q
  - Verbal screening
  - Informed consent
  - Measurements, observations and fitness assessments

- Instructed a minimum of 2 cardiovascular approaches (on different occasions)
  - Interval
  - Fartlek
  - Continuous

- Instructed the correct lifting and passing techniques
  - Deadlift with barbell
  - Spotting

- Instructed all exercise/equipment types (can be on different occasions)
  - Bodyweight
  - Cable machines
  - Resistance machines
  - Free weights
  - Cardiovascular machines
  - Mobilisation and stretching
  - Motor skill development
- Instructed a minimum of 4 resistance training approaches (on different occasions)
  - Pyramid systems
  - Super-setting
  - Giant sets
  - Tri sets
  - Forced repetitions
  - Pre/post exhaust
  - Negative/eccentric training
  - Muscular strength/endurance/muscular fitness

- Instructed of a minimum of 1 core stability exercise
  - Stabilisation (local)
  - Mobilisation (global)

- Reviewed all considerations
  - Progress
  - Necessary adaptations
  - New goals
  - Goals not being achieved

Evidence from the graded practical assessment must also be presented in the service portfolio.

The service portfolio must be completed prior to learners undertaking the practical skills test. Whilst assessment portfolios will not be graded, they may be sampled by the VTCT External Quality Assurer (EQA).

2. Graded practical assessment

Learners must carry out a complete personal training session which will be observed, marked and graded by centre assessors. The grade achieved in the graded practical assessment will be the grade awarded for the unit.

The graded practical assessment must take place in a real or realistic working environment on a real or a realistic client. At a minimum the graded practical assessment for this unit must cover:

- Instruction of a minimum of 2 cardiovascular approaches
  - Interval
  - Fartlek
  - Continuous

- Instruction of correct lifting and passing techniques
  - Deadlift with barbell
  - Spotting

- Instruction of all equipment
  - Resistance machines
  - Free weights
  - Cardiovascular machines
• Instruction of a minimum of 4 resistance training approaches
  - Pyramid systems
  - Super-setting
  - Giant sets
  - Tri sets
  - Forced repetitions
  - Pre/post exhaust
  - Negative/eccentric training
  - Muscular strength/endurance/muscular fitness

• Instruction of a minimum of 1 core stability exercise
  - Stabilisation (local)
  - Mobilisation (global)

• Review of all considerations
  - Progress
  - Necessary adaptations
  - New goals
  - Goals not being achieved

Recorded professional discussion can also be used as an assessment method attached to the graded practical assessment and is particularly useful for gathering evidence for criteria related to evaluation and reflection. Professional discussions should be planned and recorded.

3. External examination

Whilst the theory content of LO1, LO2 and LO3 may be naturally assessed in the graded practical assessment, they will be tested by an external examination at the end of the period of learning.

External examinations will test knowledge and understanding from across the whole vocational area (mandatory units). Learners should use the unit content section of this unit to aid revision since exam questions will test the full breadth of this section.

External examinations will be set and marked by VTCT and will contribute to the overall qualification grade.

4. Graded synoptic assessment

In the last term or final third of their qualification, learners will be required to undertake a graded synoptic assessment. This will require learners to carry out a range of activities from across the whole vocational area (mandatory units). Assessment coverage will vary year on year, although all activities will be covered over time.

VTCT will set a brief for centres which will detail the activities to be covered in the graded synoptic assessment. Grading descriptors for the synoptic assessment will also be provided by VTCT.

The graded synoptic assessment will be marked and graded by centre staff and externally verified by VTCT.

The graded synoptic assessment will contribute to the overall qualification grade.
Unit content

LO1 Know how to prepare resources and clients for personal training sessions

Learners must know how to obtain and prepare the resources needed for the planned personal training session:
• 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

Learners must know how to welcome clients and help them to feel at ease in the exercise environment:
• 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 exits and procedures
  - Introduce to other staff, when appropriate
  - Discuss other activities and services, e.g. group classes
Learners must know how to explain to clients how the planned objectives and exercises support their goals:
- 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

Learners must know how to explain the physical and technical demands of the planned exercises to clients:
- Advise clients of any exercises that will offer a physical or technical challenge
- Explain the type of challenge:
  - Increased co-ordination required
  - Increased intensity applied, e.g. repetitions, resistance, sets
  - Increased intensity, e.g. target heart rate zone or 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

Learners must know how to assess client’s 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)
Learners must know 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.
LO2 Know how to instruct and adapt personal training sessions

Learners must know how to structure a safe and effective personal training session:

- Consider client needs: apparently healthy, beginner, experienced, special populations
- Structure:
  - Warm-up – mobility, pulse raising, preparatory stretching, induction and skill rehearsal, gradual and progressive build up
  - Main workout – cardiovascular component, resistance component, including core stability, free-weights, bodyweight exercises
  - Cool down – pulse lower after cardiovascular training, maintenance and development stretches, using appropriate stretch positions
- Consider environment:
  - Designed for exercise – gym, studio or sports hall
  - Not designed for exercise – client’s home, other enclosed space, outdoors
- Exercises – full range of different exercises and equipment for all:
  - 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
    ▪ 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
Learners must know appropriate instructional and communication skills for personal training

- 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

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
  - 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 client’s 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

**Learners must know 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

**Learners must know safe and effective alignment for a range of exercises and how to correct technique:**
- Exercise positions – sitting, standing, bent-over, lying (prone, supine, side), inclined, declined, all-fours, kneeling
- Correct alignment:
  - Neutral spine (in 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)
Learners must know appropriate methods to monitor intensity of exercise:
• Recognise signs of overexertion - breathlessness, pain or discomfort, change in skin colour, loss of co-ordination, client verbal expression
• 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

Learners must know methods of adapting personal training session:
• 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
• To meet client needs
  - Skill
  - Fitness
  - Confidence
  - Achievement of goals
  - Non achievement of goals
  - Motivation

Learners must know how to demonstrate appropriate customer care:
• 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, promoting service level agreement
• Working relationship with clients – ethical, mutual respect and trust, maintain professional boundaries, fairness and equality
• Working relationship with colleagues – spotters, assistants, managers, other professionals
• Providing information on other services to meet client needs, e.g. group exercise
Learners must know how to end sessions safely and effectively:
- 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

Learners must know 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
LO3 Know how to review and reflect on personal training sessions

**Learners must know how to review personal training sessions:**

- Use of client feedback to identify
  - How well the session met client’s goals
  - How effective and motivational the relationship with the client was
  - How well the instructing styles matched the client’s needs
  - Acknowledge positive and negative feedback

- Use of own self-evaluation
  - To review client goals and achievement
  - To review client performance and exercise technique
  - To review the effectiveness of instructional skills
  - To review the effectiveness of communication – verbal and non-verbal
  - To review the quality of the relationship established with the client
  - To review motivational strategies and tools

- Review of all considerations
  - Progress
  - Necessary adaptations
  - New goals
  - Goals not being achieved

**Learners must know the value 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 meet client needs more effectively
- To improve quality of service provided
- To improve career opportunities

**Learners must know how to reflect on practice:**

- Look back on the session and consider practice in relation to objectives
- Use of client feedback to identify
- 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 prepare resources and clients for personal training sessions

Identify, obtain and prepare the resources needed for the planned personal training session:
• Client consultation records
• Self preparation
• Equipment
• Environment

Welcome the client and help them to feel at ease in the exercise environment:
• Use client name
• Use appropriate communication skills

Explain to clients how the planned objectives and exercises support their goals:
• Brief outline of session structure, content and planned exercises and links to client goals

Explain the physical and technical demands of the planned exercises to clients:
• Intensity
• Complexity
• Adaptations and progressions

Assess client’s state of readiness and motivation to take part in the planned exercises:
• Pre-screening and 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

See LO1
LO5 Be able to instruct and adapt personal training sessions to meet client needs

**Instruct and adapt 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 of intensity, work in target heart rate zone, gradual decrease of intensity
- Appropriate intensity and duration
- Appropriate use of equipment
- Appropriate training approaches
- 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
- Appropriate intensity, repetitions, resistance, rate, range of motion
- Appropriate training systems and approaches
- 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:**
- Re-warm muscles or pulse lower (as appropriate)
- Stretch muscles – maintenance and developmental, all muscles used in session
- 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
Provide instructions, explanations and demonstrations that are technically correct, safe and effective:

- 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
- Observation of clients from different angles and teaching positions
- Respond to client needs

Correct client techniques 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

Monitor exercise intensity and progress or regress exercises according to client's performance or needs:

- Observation, RPE, talk test, heart rate monitoring
- 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

Leave the environment in a condition suitable for future use:

- Environment – clean, hygienic, tidy, temperature, ventilation, and lighting
- Equipment – safely stored/stacked, remove pins from resistance machines, report and record maintenance issues/faults

See LO2
LO6 Be able to review and reflect on providing personal training sessions

**Review the effectiveness of the personal training session with the client:**
- Gather feedback from the client and encourage them to evaluate their own progress
- Use own self-evaluation
- Review the effectiveness of instructional and communication skills
- Review the effectiveness of session structure and content
- Review motivational skills
  - Identify areas for client to develop using a positive and motivational approach
  - Identify areas for own personal development

See LO3
Employability skills to be demonstrated throughout the graded practical assessment and synoptic assessment

Professionalism:
- Adhere to industry codes of ethical practice for delivering personal training, e.g. REPs, ukactive
- Adhere to relevant legislation, e.g. health and safety, equality and inclusion, when working with personal training clients

Communication:
- Adapt and tailor their communication approach for different clients, e.g. new and existing clients: special populations (young people, older adults, ante- or post-natal women, disabled people), clients who are new to exercise, clients who are experienced exercisers, clients with different levels of motivation, clients with other needs, e.g. speakers of other languages, deaf or partially hearing, blind or partially sighted
- Communication – speaking manner and tone of voice, being supportive, respectful, sensitive to client, use open questioning and active listening to gather information, be aware of body language, eye contact, gestures, posture, space and proximity. Sensitivity to clients with different communication styles

Customer service:
- Principles of customer service – quality, keeping promises, managing customer expectations, customer satisfaction, speed of service, follow organisation procedures for meeting and greeting and inducting clients to equipment. REPs code of conduct to inform all client working practices
- Examples of good practice in customer service – meeting and exceeding customer needs and expectations, adding a personal touch, providing personal attention, knowing client names, using polite language, making extra efforts to demonstrate willingness to please the customer, treating the customer as an individual
- Dealing quickly and effectively with a complaint. Acknowledge complaint immediately (HEAT – Hear, Empathise, Apologise, Take action), handle complaints (privately, positively, confidently, professionally, promptly, confidentially, empathetically, with trust and respect, to client’s satisfaction), follow agreed procedures to check complaint has been dealt with
- Use of incentives and rewards, free or reduced cost training sessions or guest passes, gym challenges, social events, rewards, e.g. member of the month (based on attendance). Appropriate information sources to keep members up-to-date and informed about activities: timetables, noticeboard, e-mails, REPs code of conduct
- The importance of customer service to a business – professional image, reputation of instructor, organisation and industry sector, exercise adherence, customer retention, customer satisfaction, customer relationships and repeat business, including word of mouth recommendations and referrals

Commercial awareness:
- Eco-friendly and cost-efficient use of resources (e.g. time, disposal of waste, use of products and consumables). Provision of water for bottles but no paper/plastic cups, use of non-toxic and ecologically friendly cleaning products, recycling paper towels, shredding programme cards and other documents. Turning equipment and air conditioning off overnight
- Opportunities to promote and sell additional products and services, e.g. personal training sessions, training products (clothing and footwear, exercise mats, heart rate monitors, water bottles)
- Opportunities to promote other exercise sessions and services offered by the facility, e.g. group exercise and studio classes, swimming, racquet sports, sports massage, physiotherapist, nutritionist, café, beauty therapy
- Awareness of competitors. Other gyms and fitness facilities available locally, their benefits and disadvantages. Different business types locally that may compete for a client’s disposable income. Diets and weight loss services that clients may choose as an alternative to gyms or personal training.

- Unique selling points of products and services. Combination of facilities and services offered that are not available elsewhere. Specialities and target market niches. Opportunities to differentiate self and services from competitors, e.g. other personal trainers. Own experiences and achievements relevant to supporting others in a fitness capacity.
Assessment criteria will be applied to the graded practical assessment. In order to pass this unit, learners must at a minimum achieve all Pass criteria. The pass criteria relates to the proficient demonstration of skills and knowledge. All criteria within a given grade must be achieved to be awarded that grade.

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<th>Learning outcome</th>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
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</thead>
<tbody>
<tr>
<td>LO4 Be able to prepare resources and clients for personal training</td>
<td>The learner can:</td>
<td>To achieve a merit grade, in addition to achievement of the pass criteria, the learner can:</td>
<td>To achieve a distinction grade, in addition to achievement of the pass and merit criteria, the learner can:</td>
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<tr>
<td>P1 Identify, obtain and prepare the resources needed for the planned personal training session</td>
<td>M1 Adapt and tailor communication and instruction skills to meet the client’s needs throughout the session</td>
<td>D1 Justify the exercises, equipment and training approaches used in the personal training session</td>
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<tr>
<td>P2 Welcome the client and help them to feel at ease in the exercise environment</td>
<td>M2 Display the use of innovative and creative motivational styles to engage and inspire the client</td>
<td>D2 Reflect on how the instructional and communication skills used during the personal training session met the client’s needs and ability</td>
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<td>P3 Explain to clients how the planned objectives and exercises support their goals</td>
<td>M3 Use effective strategies to promote and sell additional services relevant to the client’s needs</td>
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<td>P4 Explain the physical and technical demands of the planned exercises to clients</td>
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<td>P5 Assess client’s state of readiness and motivation to take part in the planned exercises</td>
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<td>P6 Agree and record any changes to client’s plans</td>
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<td>LO5 Be able to instruct and adapt personal training sessions to meet client needs</td>
<td>P7 Instruct and adapt a safe and effective warm-up appropriate to the client, programme and environment needs</td>
<td>P8 Instruct a safe and effective cardiovascular programme that is appropriate to the client, programme and environment needs</td>
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<td><strong>P9</strong></td>
<td>Instruct a safe and effective resistance programme that is appropriate to the client needs, programme and environment</td>
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<td><strong>P10</strong></td>
<td>Instruct a safe and effective cool down and stretch component that is appropriate to the client needs, programme and environment</td>
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<td><strong>P11</strong></td>
<td>Provide instructions, explanations and demonstrations that are technically correct, safe and effective</td>
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<td><strong>P12</strong></td>
<td>Correct client techniques at appropriate points</td>
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<td><strong>P13</strong></td>
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<td>Be able to review and reflect on providing personal training sessions</td>
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# Assessment guidance

Assessors must use the amplified assessment guidance in this section to judge whether assessment criteria have been achieved in the graded practical assessment.

## P1 Identify, obtain and prepare the resources needed for the planned personal training session

Learners must demonstrate that they have obtained and prepared all the resources needed to deliver the session. Informal checks must be made to the environment to check the temperature, ventilation and space available for warm up, cool down and stretching exercises. Learners must respond to the environmental checks and adapt the personal training session, when appropriate, for example, a longer warm-up if the temperature is cold.

Learners must also check that all the required equipment (cardiovascular machines, resistance machines, free weights and other portable equipment) is available, accessible (not in use by other users) and in working order. Where equipment is not available or accessible, learners must respond and ensure other appropriate equipment is available for use, e.g. if the seated row machine is planned, but not available, an alternative back exercise may be substituted, provided this meets client’s ability and needs.

## P2 Welcome the client and help them to feel at ease in the exercise environment

Learners must greet the client positively and politely, using the client’s name and engaging them with general conversation using open questions (e.g. ‘how has your week been so far?’) to build rapport and help put the client at ease.

## P3 Explain to clients how the planned objectives and exercises support their goals

Learners must provide an overview of the objectives of the session and explain how the exercises planned help to support client goals, for example, advising the client of a new training approach to be used and the reasons for its inclusion.

The explanation should be concise.

## P4 Explain the physical and technical demands of the planned exercises to clients

Learners must provide clients with a brief explanation of the physical and technical demands, so that the client knows what to expect in the session. The explanation must be provided positively and in a way that allows the client to offer their views and request adjustments, as appropriate. For example, the client may be feeling stressed after a long day at work and may require a less intense session and/or the inclusion of some relaxation exercises. Learners must be responsive to the client and prepared to discuss adaptations with the client.

## P5 Assess client’s state of readiness and motivation to take part in the planned exercises

Learners must assess the client’s readiness and motivation to participate in the planned session and respond appropriately. For example, if a client is feeling highly motivated they may feel more ready to try a new training system or a new exercise that can be introduced to help them meet their goals. Learners can suggest these alternative approaches as part of the trainer and client dialogue.
P6 Agree and record any changes to client’s plans

Learners must demonstrate that any changes to the programme have been agreed with the client and these should be recorded on the client’s plan as a permanent record, with the reasons for the change also included.

All records should be completed in full and dated.

P7 Instruct and adapt a safe and effective warm-up appropriate to the client, programme and environment needs

Learners must instruct a safe and effective warm-up component of an appropriate intensity and duration to meet the needs of the client (e.g. level of fitness) and the environment (e.g. temperature).

The warm-up should include exercises to mobilise joints, raise body temperature and prepare muscles for exercise. Learners must use at least one cardiovascular machine during the warm-up and clients should be inducted to any equipment that have not previously used or to any exercises that are new to them.

Learners must monitor client intensity throughout the warm-up and adapt exercise in response to client feedback, e.g. if the client expresses discomfort, the exercise position or equipment should be modified or changed to accommodate the client’s needs.

Learners must also demonstrate a range of appropriate instructional skills, including: verbal instructions, demonstration (where appropriate), use of observation, changes of teaching position, reinforcement of teaching points and adaptation of exercises (as appropriate) and appropriate monitoring of exercise intensity.

P8 Instruct a safe and effective cardiovascular programme that is appropriate to the client, programme and environment needs

Learners must instruct a safe and effective cardiovascular programme of an appropriate intensity and duration to meet the needs of the client (e.g. level of fitness) and the environment (e.g. temperature).

Learners must use an appropriate cardiovascular machine and training approach (intervals, continuous or fartlek) to meet the client’s needs. At the start of the cardiovascular component the intensity should be built up at an appropriate rate to increase the client’s heart rate to an appropriate target level. At the end of the cardiovascular component, learners should ensure the client’s heart rate is lowered out of target zone, using the equipment. Clients should be inducted to any equipment that have not previously used or to any exercises that are new to them.

Learners must monitor client intensity throughout the cardiovascular workout and adapt exercise intensity in response to client feedback, e.g. if the client expresses they are finding the exercise easy, the intensity can be increased when appropriate.

Learners must demonstrate a range of appropriate instructional skills during the cardiovascular programme, including: verbal instructions, demonstration (where appropriate), use of observation with appropriate changes of teaching position, reinforcement of teaching points and adaptation of exercises (as appropriate) and appropriate monitoring of exercise intensity.
P9 Instruct a safe and effective resistance programme that is appropriate to the client needs, programme and environment

Learners must instruct a safe and effective resistance programme of an appropriate intensity and duration to meet the needs of the client (e.g. level of fitness) and the environment (e.g. temperature).

Learners must select appropriate exercises (free weights, resistance machines, body weight exercises, core stability exercises) and training approaches (a minimum of four must be instructed, e.g. single sets, super sets, pre-exhaust, pyramid) to meet the needs and goals of the client. Learners must also select the appropriate resistance, repetitions, sets, range, movement and speed to reflect the client’s skill and fitness level. Clients should be inducted to any new exercises or approaches.

Learners must monitor client intensity throughout the resistance component and adapt exercise intensity in response to client feedback. Motivational spotting can be used to encourage the client, as appropriate.

Learners must demonstrate a range of appropriate instructional skills during the resistance programme, including: verbal instructions, demonstration (where appropriate), use of observation with appropriate changes of teaching position, reinforcement of teaching points, adaptation of exercises (as appropriate) and appropriate monitoring of exercise intensity.

P10 Instruct a safe and effective cool down and stretch component that is appropriate to the client needs, programme and environment

Learners must instruct a safe and effective cool down and stretch component of an appropriate intensity and duration to meet the needs of the client (e.g. level of fitness) and the environment (e.g. temperature).

Learners must select appropriate exercises to lower the heart rate or rewarm the muscles prior to stretching (as appropriate). Learners must select an appropriate stretch position, types of stretching (maintenance, developmental or proprioceptive neuromuscular facilitation (PNF)), range of motion and length of hold to reflect the goals of the client and their skills and fitness. Clients must be inducted to any new exercises, techniques or equipment.

Learners must monitor client comfort in various stretch positions and adapt the position or range of motion or offer support (e.g. use of a wall or manual support), as appropriate.

Learners must demonstrate a range of appropriate instructional skills during the cool down and stretch, including: verbal instructions, demonstration (where appropriate), use of observation with appropriate changes of teaching position, reinforcement of teaching points, adaptation of exercises (as appropriate) and appropriate monitoring of exercise intensity.

P11 Provide instructions, explanations and demonstrations that are technically correct, safe and effective

Learners must use effective instructional skills and communication skills to support and motivate the client. Learners must communicate information positively, constructively and in a way that is appropriate to meet the needs of the client, their skill and fitness level and level of confidence.

Learners must demonstrate the full range of instructional skills through all components, including: verbal instructions, demonstration (where appropriate), use of observation with appropriate changes of teaching position, reinforcement of teaching points and adaptation of exercises (as appropriate) and appropriate monitoring of exercise intensity.
P12 Correct client techniques at appropriate points

Learners must demonstrate they have observed clients technique by reinforcing relevant and specific teaching points and making corrections to enhance the client’s performance. Where client’s technique is both safe and effective, learners should use the opportunity to provide positive reinforcement and explain what the client is doing well. Any corrections to unsafe or ineffective technique should be provided constructively and with sensitivity to the client.

P13 Monitor exercise intensity and progress or regress exercises according to client’s performance or needs

Learners must monitor exercise safety and intensity using methods that are appropriate to the client’s needs and the components of the session, e.g. observation, use of questioning, client feedback (verbal and non verbal, e.g. facial expressions, loss of co-ordination), talk-test, rating of perceived exertion (RPE) and/or heart rate monitoring. Learners must respond appropriately to the information gathered or identified, e.g. adapt, modify, progress, change or stop the exercise.

P14 Leave the environment in a condition suitable for future use

Learners must ensure the environment is left clean and clear. All equipment used during the session should be returned to the appropriate place for storage, e.g. weights returned to racks, pins removed from resistance weight stacks or left in the lightest weight.

P15 Review the effectiveness of the personal training session with the client

Learners must review the session with client at the end of the session. Learners must ask the client open questions to gather information about the effectiveness of exercises, effectiveness of instructional skills and clients understanding, effectiveness of motivation and support. Learners should also ask clients if there is anything that they would like to change or modify. Learners must summarise the session by providing the client with feedback and positive reinforcement on their progress.

M1 Adapt and tailor communication and instruction skills to meet the client’s needs throughout the session

Learners must demonstrate they are able to adapt and tailor their instructional and communication skills to enhance client performance throughout the personal training session. Learners must demonstrate application of a range of appropriately timed and relevant instructional skills, including: verbal instructions, demonstration (where appropriate), use of observation with appropriate and timely changes of teaching position, reinforcement of relevant teaching points and adaptation of exercises (in response to identified client needs) and the use of appropriate methods for monitoring exercise intensity. Learners must effectively use a range of communication skills (verbal, and non verbal) to maximise client performance and motivate and support the client in an appropriate way to meet the client’s needs.
M2 Display the use of innovative and creative motivational styles to engage and inspire the client

Learners must demonstrate that they are able to motivate and inspire the client to achieve their training goals. Learners must display innovation and creativity in their motivational style and approach by showing an awareness of the client (verbal and non-verbal communication used) and responding reflexively to meet the client needs. Motivational approaches demonstrated may include: effective verbal communication (positive language, affirmative statements, use of the client’s name, praise, encouragement, identification of achievements and progress at relevant intervals, effective use of voice volume, pitch and tone and pace of speech), and non-verbal communication (positive body language, hand gestures, eye contact, facial expressions, active listening).

All motivational styles demonstrated should be personalised to the client and must be appropriate to accommodate any specific needs the client presents (e.g. visual or hearing impairments, speakers of other languages, new to exercise, low confidence).

M3 Use effective strategies to promote and sell additional services relevant to the client’s needs

Learners must demonstrate how they use their communication skills and rapport established with the client to promote and sell other services available that meet the client’s needs and goals. Services may include: indoor cycling, circuits, clothing and footwear and or presentations/lectures to support health or lifestyle change (e.g. healthy eating, back care, weight management).

D1 Justify the exercises, equipment and training approaches used in the personal training session

Learners must justify how the exercises, equipment and training approaches used in the personal training session meet the needs of the client. Learners must explain the rationale behind the selection of all exercises, equipment and training with reference to specific client needs including the outcomes of assessments, client preferences, client feedback and personal knowledge.

D2 Reflect on how the instructional and communication skills used during the personal training session met the client’s needs and ability

Learners must reflect on the information gathered from clients as well as their own self-evaluation. They must evaluate strengths and deficits in their instructional and communication skills and the reasons why they consider these to be strengths or deficits, with some specific examples, drawn from their practice.

Learners must use their reflections to identify a range of opportunities for continuing professional development (workshops, reading, shadowing an experienced personal trainer, mentor support and supervision) that may help them to improve their communication and instructional skills.
Resources

The special resources required for this unit are access to a real or realistic working environment and a variety of equipment which supports the delivery of personal training sessions.

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).

**Recommended text books:**


NB: This list is not exhaustive. There are many other valuable text books.

**Websites:**
- National Institute for Health and Care Excellence (NICE): [www.nice.org.uk](http://www.nice.org.uk)
- American College of Sport Medicine (ACSM): [www.acsm.org](http://www.acsm.org)
- British Association of Sport and Exercise Science: [www.bases.org.uk](http://www.bases.org.uk)
- British Heart Foundation National Centre: [www.bhfactive.org](http://www.bhfactive.org)

**Delivery guidance**

Teachers are encouraged to use innovative, practical and engaging delivery methods to enhance the learning experience. Learners may benefit from:

- Meaningful employer engagement so they relate what is being learned to the real world of work as a personal trainer
- Work experience within a commercial personal training studio so they can practise to hone their skills in a real environment
- Using interactive information and technology, systems and hardware so they can learn about concepts and theories; new products and research current trends in personal training
- Practical opportunities to deliver personal training sessions using peers as clients and also 'real' clients in a supervised or simulated working environment
- Workshops where they are to experience different cardiovascular and resistance training approaches, e.g. fartlek, intervals, super sets, pyramids
Links with other units

This unit is closely linked with the following units:

**USP51M Anatomy and physiology for exercise and health**
Learners will be required to apply their knowledge of anatomy and physiology when delivering personal training sessions in a real or realistic working environment. The content of the anatomy and physiology unit should be delivered before the delivering personal training unit.

**USP52M Health, safety and welfare in a fitness environment**
Learners will be required to apply their knowledge of health and safety when delivering personal training sessions in a real or realistic working environment. Some content of the health and safety unit (risk assessment) should be delivered before the delivering personal training unit.

**USP53M Principles of exercise, fitness and health**
Learners will be required to apply their knowledge of the principles of exercise, fitness and health when delivering personal training sessions in a real or realistic working environment. The content of the principles unit should be delivered before the delivering personal training unit.

**USP54M Planning gym-based exercise**
Learners will be required to use the knowledge gained from the planning gym-based exercise unit when delivering personal training sessions in a real or realistic working environment. The content of the planning gym-based exercise unit should be delivered before the delivering personal training unit.

**USP55M Instructing gym-based exercise**
Learners will be required to use the knowledge gained from the instructing gym-based exercise unit when delivering personal training sessions in a real or realistic working environment. The content of the instructing gym-based exercise unit should be delivered before the delivering personal training unit.

**USP56M Programming personal training with clients**
Learners will be required to use the knowledge and skills gained from the programming personal training unit and apply this to the delivery of personal training sessions in a real or realistic working environment. The content of the programming personal training unit can be integrated with some content of the delivering personal training unit.

**USP59M Applying the principle of nutrition to a physical activity programme**
Learners will be required to use the knowledge gained from the applying the principles of nutrition to a physical activity programme when delivering personal training sessions in a real or realistic working environment. The content of the applying the principles of nutrition to a physical activity programme unit can be integrated with the delivering personal training unit.

**USP59M Behaviour change and adherence**
Learners will be required to use the knowledge and skills gained from the behaviour change and adherence unit when delivering personal training sessions in a real or realistic working environment. The content of the behaviour change and adherence unit can be integrated with the delivery of the delivering personal training unit.
Graded synoptic assessment

At the end of the qualification of which this unit forms part, there will be a graded synoptic assessment which will assess the learner’s ability to identify and use effectively in an integrated way an appropriate selection of skills, techniques, concepts, theories, and knowledge from a number of units from within the qualification. It is therefore necessary and important that units are delivered and assessed together and synoptically to prepare learners suitably for their final graded assessment.