iUSP154 – Programming personal training with clients

URN – K/617/5632

Guided Learning Hours: 47

Learning outcome	Assessment criteria	Taught content to include
LO1 Understand how to prepare personal training programmes	1.1. Describe the range of resources required to deliver a personal training programme, including: • Environment for the session • Portable equipment • Fixed equipment	• Room • Lighting • Ventilation • Flooring • Weights • Apparatus • Gym • Studio/sports hall • Client's home or other enclosed space • Outdoors
	1.2. Explain how to work in environments that are not specifically designed for exercise/physical activity	• Assessing the suitability of the environment • Carrying out a risk assessment • Adapting the environment for the session
LO2 Understand the importance of long term behavioural change for personal training	2.1. Explain why it is important for clients to understand the advantages of personal training	• Physical fitness • Heath related fitness • Wellness
	2.2. Explain why it is important for a personal trainer to work together with clients to agree goals, objectives, programmes and adaptations	• Short, medium and long term goals • Physical • Psychological • Lifestyle related • Socially related • Adherence related

			• Understand the principles of behaviour change – stages of change model (Prochaska and DiClemente) • Functional ability
	2.3.	Explain the importance of long-term behaviour change in developing client fitness	• Client understanding • Commitment • Identifying advantages • Identifying obstacles/barriers
	2.4.	Explain how to ensure clients commit themselves to long-term change	• Identifying client needs • Barriers • Discrepancies • Fears • Reservations • Making sure goals are specific, measureable, achievable, realistic and time bound • Planning aids • Time management • Flexibility in adapting the plans to new demands and changing situations • Sources of advice and support • Developing a personal action plan

LO3 Understand the principles of collecting information to plan a personal training programme	3.1.	Explain the principles of informed consent	• Adequate disclosure of information • Competency • Welfare of client • Capacity for decision making • Client choice • Good practice • Ethical principles • Standards of conduct • Integrity • Respect
	3.2.	Explain why informed consent should be obtained before collecting information for a personal training programme	• Professionalism • Making sure that the correct programme can be developed for each individual's needs

	3.3. Summarise the client information that should be collected when designing a personal training programme to include: • Personal goals • Lifestyle • Medical history • Physical activity history • Physical activity likes and dislikes • Motivation and barriers to participation • Current fitness level • Stage of readiness • Posture and alignment • Functional ability	• Any contra-indications to the exercise programme • Client lifestyle • Client profile • Client activity history, fitness, activity preferences • Client's personal goals e.g. healthy eating, weight loss, weight gain and improved flexibility • Dietary history and preferences • Use of supplements • Importance of planning a programme bearing in mind the client's religious, moral and social beliefs • Determining the nature and extent of the client's needs • Agreement to the course of action for short-term, medium-term and long-term • Ascertain the client's consent to the programme • Explain any possible side effects to the programme • Explain how the programme will be evaluated and the review process • Where applicable clarify with the client information which may be available to others, e.g. relevant health care workers • Obtain the client's signature • Explain strategies to prevent drop-out • Explain benefits and obstacles of physical programme • Understand when referral to GP/other health care professional/fitness professional is necessary • Encourage and motivate clients for long-term commitments • Understand national guidelines regarding the interpretation of collected data
	3.4. Explain how to select the most appropriate methods of collecting client information according to client need	• Consent form • Physical activity readiness questionnaire (PARQ) • Medical/health screening • Physical fitness assessments • Interview • Observation
	3.5. Explain the legal and ethical implications of collecting client information, including confidentiality	• Data Protection Act/GDPR • Code of ethics • Code of practice

			• Understand national guidelines regarding the interpretation of collected data

LO4 Understand how to screen clients prior to a personal training programme	4.1.	Explain how to interpret information collected from the client in order to identify client needs and goals	• Aims and objectives • Short, medium and long term goals • Adaptations • Progression • Regression • Reviewing client assessment
	4.2.	Explain how to analyse client responses to the physical activity readiness questionnaire (PARQ)	• Interpreting evidence

	4.3.	Describe the types of medical conditions that will prevent personal trainers from working with a client unless they have specialist training and qualifications	• Any recent injuries including fractures, strains, sprains, ruptures or tears
			• Heart conditions or any history of heart disease
			• High blood pressure unless medical permission has been granted
			• Any acute fevers including influenza, glandular fever, common cold, etc.
			• Any inflammatory joint conditions including arthritis, rheumatoid arthritis, osteoarthritis
			• Any neurological disorders including strokes, multiple sclerosis unless medically supervised
			• Any undiagnosed illness
			• Any musculoskeletal problems including joint or back pain
			• Any pain and soreness in muscles caused by trauma or injury
			• Pregnancy – medical permission must be sought before continuing
			• After a heavy meal or under the influence of alcohol
			• If over-tired or exhausted
			• If under the influence of painkilling drugs
			• If there has been any past difficulty with exercise
			• For people over the age of 50 a medical check-up should be sought before starting an exercise programme or anybody with the following conditions:
			  - Obese people
			  - History of heart problems in the immediate family
			  - Hypertensives
			  - Diabetics unless medical permission is sought

			- Any history of lung problems including asthma, bronchitis, emphysema
			- Smokers
	4.4.	Explain how and when personal trainers should refer clients to another professional	• Understanding when referral to GP/other health care professional/fitness professional is necessary

LO5 Understand how to identify personal training goals	5.1.	Explain how to identify clients' short, medium and long term goals to include: • General health and fitness • Physiological • Psychological • Lifestyle • Social • Functional ability	• Aims and objectives • Healthy eating • Weight management • Cardiovascular • Strength • Endurance • Flexibility • Core stability • Stress • Fitness level • Posture • Occupation
	5.2.	Identify when personal trainers should involve others, apart from their clients, in goal setting	• Other personal trainers • Other sports instructors • Other colleagues or members of the team • Other related organisations and professionals
	5.3.	Explain how to use specific, measurable, achievable, realistic and time bound (SMART) objectives in a personal training programme	• Decide what your S.M.A.R.T. (Specific, Measurable, Achievable, Realistic, Time-bound) objectives are • Choose reasonable time frame and objectives • Consult professional organisations, personal trainer colleagues, market and clients for guidance in choosing relevant courses • Review regularly your own performance and seek feedback from clients and superiors • Determine your area of expertise and those to be developed • Review courses taken and share results with colleagues, clients and superiors

LO6 Understand how to plan a personal training programme with clients	6.1.	Identify credible sources of guidelines on programme design and safe exercise	• Professional associations/societies/guild • CPD • Market
	6.2.	Summarise the key principles of designing programmes to achieve short, medium and long term goals, including the order and structure of sessions	• Aims and objectives • Lesson plan • Teaching points • Evaluation • Reflection

	6.3.	Describe a range of safe and effective exercises/physical activities to develop:
		• Cardiovascular fitness
		• Muscular fitness
		• Flexibility
		• Motor skills
		• Core stability
			• Warm-up
			• Cool down
			• Cardiovascular/aerobic
			  - Interval
			  - Fartlek
			  - Plyometrics
			  - Steady state exercise
			• Muscular strength and endurance
			• Flexibility/stretch
			  - Static/passive
			  - Pre and post exercise
			  - Dynamic/ballistic and the benefits of stretching
			• Fine/gross motor skills
			• Balance – static and dynamic
			• Co-ordination
			• Reaction time
			• Power
			• Agility

	6.4.	Explain how to include physical activities as part of the client's lifestyle to complement exercise sessions	• Home care advice • Additional activities/exercises to complement fitness programme • Exercises that can be applied to day-to-day life
	6.5.	Explain how to design programmes that can be run in environments not designed specifically for exercise	• Sports hall • Client's home or other enclosed space • Outdoors
	6.6.	Identify when it might be appropriate to share the programme with other professionals	• Knowing own parameters of expertise and when to refer to others

LO7 Understand how to adapt a personal training programme	7.1.	Explain how the principles of training can be used to adapt the programme where: • Goals are not being achieved • New goals have been identified	• Regression • Progression
	7.2.	Describe the different training systems and their use in providing variety and in ensuring programmes remain effective	• Single set training • Circuit resistance training • Basic sets • Delorme and Watkins 10RM system • Berger 6RM system • Super setting – agonist/antagonist • Super setting 2 exercises for the same muscle • Pyramid systems • Forced repetitions • Static • Ballistic • Dynamic • Proprioceptive neuromuscular facilitation (PNF) • Contract-relax-agonist-contract (CRAC) technique
	7.3.	Explain why it is important to keep accurate records of changes and the reasons for change	• Professionalism • In case another professional takes the session • Outcomes achieved • Effectiveness and variety of movements • Any change in demands from client • Any changes needed to enhance the programme • Whether the routine met with the client's needs • Longer term wishes of the client

| LO8 Be able to collect information about clients | 8.1. | Establish a rapport with the client | • Rapport
  - Interpersonal communications skills
  - Empathy
  - Listening
  - Attending
  - Verbal and non-verbal responses
• Investigation
  - Information gathering skills
• Planning |

		- Problem solving or decision making skills - Setting goals - Generating and exploring alternatives - Decision making - Planning - Evaluating • Action - Behavioural change skills - Multi-sensory Input - Modelling - Contracting - Feedback - Observation of client(s) from different angles - Adapt teaching style according to individual learning style - Rewarding
	8.2. Explain own role and responsibilities to clients	• Teacher • Advisor • Supporter • Motivator • Counsellor • Negotiator • Empathy • Respect • Warmth • Genuineness • Trust • Non-judgemental • Not a "performer" • Ethical • Embracing diversity • Discretion
	8.3. Collect the information needed to plan a programme using appropriate methods, to include physical/fitness assessments	• Medical health screening • Physical fitness testing • PARQ
	8.4. Show sensitivity and empathy to clients and the information they provide	• Explaining the rationale, method and benefits of the Physical Activity Readiness Questionnaire (PARQ) • Ensuring that the correct information is taken from the client

		• Ensuring that the client gives sufficient detail regarding their health and background and realises the importance of gaining GP's permission in the relevant circumstances • Ensuring that the client feels able to confide in the trainer where necessary • Ensuring that the client feels secure in the knowledge that any discussion is confidential • Ensuring that the client signs the Physical Activity Readiness Questionnaire (PARQ)
	8.5. Record the information using appropriate formats in a way that will aid analysis	• Written using physical activity readiness questionnaire (PARQ) • Interviews • Observation • Physical/fitness assessment
	8.6. Treat confidential information correctly	• Data Protection Act /GDPR

LO9 Be able to agree goals with clients	9.1. Work with clients to agree short, medium and long-term goals appropriate to their needs	• General health and fitness • Physiological • Psychological • Lifestyle • Social • Functional ability
	9.2. Ensure the goals are: • Specific, measurable, achievable, realistic and time bound • Consistent with industry good practice	• Monitoring progression • Reviewing progression • Encouraging clients to offer own views on progress • Adhering to industry code of ethics and good practice
	9.3. Agree with clients their needs and readiness to participate	• Evaluation • Reviewing outcomes

LO10 Be able to plan a personal training programme with clients	10.1. Plan specific outcome measures, stages of achievement and exercises/physical activities that are: • Appropriate to clients' goals and level of fitness • Consistent with accepted good practice	• Outcomes achieved • Motivational level • Effectiveness of the programme • Any changes in exercises to be used • Whether the programme met the requirements of the client • Longer term requirements of the client • Encouraging rapport with the client

		• Noting any comments made by the client and making appropriate changes • Accepting client's learning curve, explain any changes to the programme and agree with client goals/preferences/abilities for the new programme • Methods of collecting feedback from colleagues and line manager
	10.2. Ensure the components of fitness are built into the programme	• Frequency • Intensity • Time • Type • Adherence

	10.3. Apply the principles of training to help clients to achieve short, medium and long-term goals	• Major principles
		  - Specificity
		  - Frequency
		  - Intensity
		  - Duration
		  - Progressive overload
		• Complementary principles
		  - Individuality
		  - Diminishing returns
		  - Adaptation
		  - Variety
		  - Maintenance
		  - Detraining
		  - Retraining

	10.4. Agree the demands of the programme with clients	• Outcomes achieved • Effectiveness and variety of movements • Any change in demands from client • Any changes needed to enhance the programme • Whether the routine met with the client's needs • Longer term wishes of the client
	10.5. Agree a timetable of sessions with clients	• Duration of session • Frequency of exercise
	10.6. Agree appropriate evaluation methods and review dates	• Reflective practice • Self-awareness • Lifelong learning

		• Review

	10.7. Identify the resources needed for the programme, including the use of environments not designed for exercise	• Environment
		  - Gym
		  - Studio/sports hall
		  - Client's home or other enclosed space
		  - Outdoors
		• Equipment
		  - Portable
		  - Fixed

	10.8. Record plans in a format that will help clients and others involved to implement the programme	• Aims and objectives • Lesson plan • Evaluation • Recording of evidence • Reflective practice

	10.9. Agree how to maintain contact with the client between sessions	• Telephone
		  - Call
		  - Text
		• Internet
		  - Email
		  - Website
		• Mail
		  - Letter
		  - Promotional literature

LO11 Be able to manage a personal training programme	11.1. Monitor effective integration of all programme exercises/physical activities and sessions	• Warm-up • Cool down • Muscular strength • Muscular endurance • Resistance training • Cardiorespiratory training • Range of motion training
	11.2. Provide alternatives to the programmed exercises/physical activities if clients cannot take part as planned	• Choice of exercises • Sequence of exercises • Resistance and repetitions • Number of sets • Rest between sets

		- Speed of movement - Type of muscle contraction - Duration of session - Rest between sessions - Volume of training - Split routines
	11.3. Monitor clients' progress using appropriate methods	- Interview - Questionnaires - Observation - Physical/fitness assessments

LO12 Be able to review progress with clients	12.1. Explain the purpose of review to clients	- Outcomes - Effectiveness of programme - Changing demands - Improvement - Motivation - Preventing relapse - Encouraging progression
	12.2. Review short, medium and long-term goals with clients at agreed points in the programme, taking into account any changes in circumstances	- On-going feedback - Changes in health or fitness - Changes in client's preferences, needs, habits and history - Evaluate group and/or individual progress/regress with reasons - Question own teachings
	12.3. Encourage clients to give their own views on progress	- Needs/requirements - Likes/dislikes - Progression/regression
	12.4. Use suitable methods of evaluation that will help to review client progress against goals and initial baseline data	- Internal/external drivers - Customer requirements - Referring to initial physical/fitness assessments
	12.5. Give feedback to clients during their review that is likely to strengthen their motivation and adherence	- Structure realistic expectations - Client's preferences, needs, habits and history - Provide a programme to suit the client(s) particular objectives - Set appropriate goals - Provide alternate exercises - Identify short term benefits

		• Promote the positive rewards, decrease negative rewards • Provide regular feedback • Provide client(s) with simple home based exercises • Train client(s) in self-management strategies to continue exercising wherever they are • Prepare the client(s) for inevitable lapses • Prepare the client(s) for changes in personal trainers • Utilise as many types of social support as possible • Seek out opportunities to promote an overall healthy lifestyle • Empower client(s) to take ownership of their goals and programme • Map the road to long-term goals by providing check points • Be understanding and ready to adapt to the client(s) needs • Define adherence • Personal factors (time, finance, self-motivation/determination etc.) • Programme factors (suitability, variability, updating goals etc.) • Environmental factors (locality, weather, social etc.)
	12.6. Agree review outcomes with clients	• Short, medium and long-term goals • Review current programme and alter accordingly
	12.7. Keep an accurate record of reviews and their outcome	• Recording of evidence • Storage of client reviews and records

LO13 Be able to adapt a personal training programme with clients	13.1. Identify goals and exercises/physical activities that need to be redefined or adapted	• Re-evaluating programme • Adapting programme
	13.2. Agree adaptations, progressions or regressions to meet clients' needs to optimise achievement	• Adaptations • Progression • Regression • Achievement

	13.3. Identify and agree any changes to resources and environments with the client	• Environment
		  - Gym
		  - Studio/sports hall
		  - Client's home or other enclosed space
		  - Outdoors
		• Equipment
		  - Portable

		- Fixed
	13.4. Introduce adaptations in a way that is appropriate to clients and their needs	• New aims and objectives • New fitness programme
	13.5. Record changes to programme plans to take account of adaptations	• Recording of evidence
	13.6. Monitor the effectiveness of adaptations and update the programme as necessary	• At the end of each session the client's feelings should be noted with any reactions • The following areas should be monitored: - Outcomes achieved - Effectiveness and variety of movements - Any change in demands from client - Any changes needed to enhance the programme - Whether the routine met with the client's needs - Longer term wishes of the client

Assessment	
Portfolio of evidence	Containing • 3 practical performances • 5 evidence of basic exercise plans

Guide to taught content
The content contained within the unit specification is not prescriptive or exhaustive but is intended to provide helpful guidance to teachers and learners with the key areas that will be covered within the unit, and, relating to the kinds of evidence that should be provided for each assessment objective specific to the unit learning outcomes.

Document History

Version	Issue Date	Changes	Role
v1	16/08/2019	First published	Qualifications and Regulation Co-ordinator