

iUSP164 – Delivering personal training sessions

URN – H/617/5659

Guided Learning Hours: 58

Learning outcome	Assessment criteria	Taught content to include
LO1 Understand how to instruct exercise during personal training sessions	1.1. Explain the importance of non-verbal communication when instructing clients	<ul style="list-style-type: none"> • Body language <ul style="list-style-type: none"> - Facial expressions - Gestures - Eye contact - Posture
	1.2. Describe how to adapt communication to meet client's needs	<ul style="list-style-type: none"> • Rapport <ul style="list-style-type: none"> - Interpersonal communications skills - Empathy - Listening - Attending - Verbal and non-verbal responses - Open and closed questions • Investigation <ul style="list-style-type: none"> - Information gathering skills • Planning <ul style="list-style-type: none"> - Problem solving or decision making skills - Setting goals - Generating and exploring alternatives - Decision making - Planning - Evaluating • Action <ul style="list-style-type: none"> - Behavioural change skills - Multi-sensory input - Modelling - Contracting

		<ul style="list-style-type: none"> - Feedback - Observation of client(s) from different angles - Adapt teaching style according to individual learning style - Rewarding
	1.3. Evaluate different methods of maintaining clients motivation, especially when clients are finding exercises difficult	<ul style="list-style-type: none"> • Structure realistic expectations • Client's preferences, needs, habits and history • Provide a programme to suit the client(s) particular objective • Set appropriate goals • Provide alternative exercises • Identify short term benefits • Promote the positive rewards, decrease negativity • 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
	1.4. Explain the importance of correcting client technique	<ul style="list-style-type: none"> • Improving posture and alignment • Reducing injury • Increasing the effectiveness of the exercise/activity • Improving results
LO2 Understand how to adapt exercise to meet client needs during personal training sessions	2.1. Explain why it is important to monitor individual progress especially if more than one client is involved in the session	<ul style="list-style-type: none"> • Meeting individual goals and expectations • Motivation
	2.2. Describe different methods of monitoring clients' progress during exercise	<ul style="list-style-type: none"> • Observation • Discussion • Evaluation • Feedback • PAR-Q and physical/fitness testing

	2.3. Explain why it is necessary to adapt planned exercises to meet clients' needs	<ul style="list-style-type: none"> • Sedentary • Recovering from injury • Over-trained, peak performer • Sports specific performer • Obese • Individuals • Groups • Clients with specific fitness needs • Clients with general health needs • 14-16 year old young people • Disabled people • Older people (50+) • Ante and post-natal women
	2.4. Explain how to adapt exercise/exercise positions as appropriate to individual clients and conditions	<ul style="list-style-type: none"> • 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
	2.5. Explain how to modify the intensity of exercise according to the needs and response of the client	<ul style="list-style-type: none"> • Increasing/decreasing: <ul style="list-style-type: none"> - Cardiovascular workout - Weight/resistance - Complexity of exercise - Intensity and variation • Providing exercises suitable for client ability level • Selecting proven safe and sound modifications • Providing challenges

LO3 Understand how to review personal training sessions with clients	3.1. Explain why personal trainers should give clients feedback on their performance during a session	<ul style="list-style-type: none"> • 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 • Encourage rapport with the client • Note any comments made by the client and make appropriate changes • Accept 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
	3.2. Explain why clients should be given the opportunity to ask questions, provide feedback and discuss their performance	<ul style="list-style-type: none"> • Understanding • Improvement • Motivation • Short to medium to long term goals met • Commitment
	3.3. Explain how to give clients feedback on their performance in a way that is accurate but maintains client motivation and commitment	<ul style="list-style-type: none"> • Demonstrating positive body language • Responding positively • Using clear and simple terminology • Interpersonal communication skills • Empathy • Listening
	3.4. Explain why clients need to see their progress against objectives in terms of their overall goals and programme	<ul style="list-style-type: none"> • Aims and objectives • Improvement • Performance • Motivational level • Short to medium to long term goals • Positivity • Planning • Psychological • Physical • Lifestyle related • Socially related • Adherence related

	3.5. Explain why clients need information about future exercise and physical activity, both supervised and unsupervised	<ul style="list-style-type: none"> • Personal development • Increased performance • Alternative programmes/times/dates • Motivation
LO4 Be able to plan and prepare personal training sessions	4.1. Plan a range of exercises/physical activities to help clients achieve their objectives and goals, covering: <ul style="list-style-type: none"> • Cardiovascular fitness • Muscular fitness • Flexibility • Motor skills • Core stability 	<ul style="list-style-type: none"> • Cardiorespiratory training <ul style="list-style-type: none"> - Warm-up - Cool-down - Interval - Fartlek - Plyometrics - Aerobic - Anaerobic - Peripheral heart flow training • Muscular strength <ul style="list-style-type: none"> - Use of high resistance and low repetitions • Muscular endurance <ul style="list-style-type: none"> - Lower resistance loads and high repetitions - Increased endurance capacity in muscles developed between exercise session • Flexibility training <ul style="list-style-type: none"> - Balance – static and dynamic - Co-ordination - Reaction time - Power - Agility - Proprioceptive neuromuscular facilitation (PNF) - Contract-relax-agonist-contract (CRAC) technique • Resistance training <ul style="list-style-type: none"> - 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

	4.2. Identify, obtain and prepare the resources needed for planned exercises/physical activities, improvising safely where necessary	<ul style="list-style-type: none"> • Environment for the session • Portable equipment • Fixed equipment • Room • Lighting • Floor • Space • Weights and apparatus • Fire exits • First aid box • Water and fluids • Mirrors • Participants
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LO5 Be able to prepare clients for personal training sessions	5.1. Help clients feel at ease in the exercise environment	<ul style="list-style-type: none"> • Encourage the participants to relax and enjoy themselves • Encourage participants to express their feelings/requirements • Participants' comfort and satisfaction must be checked throughout the session with the use of verbal and non-verbal communication • Note participants reactions and make appropriate adjustments
	5.2. Explain the planned objectives and exercises/physical activities	<ul style="list-style-type: none"> • Aims and objectives • Lesson plan • Teaching points • Exercises • Balance of the session • Evaluation • Reflection
	5.3. Explain to clients how objectives and exercises/physical activities support their goals	<ul style="list-style-type: none"> • General health and fitness • Physiological • Psychological • Lifestyle • Social • Functional ability
	5.4. Explain the physical and technical demands of the planned exercises/physical activities to clients	<ul style="list-style-type: none"> • Cardiovascular fitness • Muscular fitness • Flexibility

		<ul style="list-style-type: none"> • Motor skills • Core stability • Circuit formats
	5.5. Explain to clients how planned exercise/physical activity can be progressed or regressed to meet their goals	<ul style="list-style-type: none"> • Changing the type of exercises to suit the fitness of the participant(s) as improvement/regression is made • Motivational level • Accept participants' learning curves
	5.6. Assess clients' state of readiness and motivation to take part in the planned exercises/physical activities	<ul style="list-style-type: none"> • Structure realistic expectations • Client's preferences, needs, habits and history • Provide a programme to suit the client(s) particular objectives • Set appropriate goals • Provide alternative 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
	5.7. Negotiate and agree with clients any changes to the planned exercises/physical activities that: <ul style="list-style-type: none"> • Meet their goals and preferences • Enable them to maintain progress 	<ul style="list-style-type: none"> • Discussion • Meeting the goals of the client • Effectiveness of the session • Identifying ways to improve the session • Agreeing outcomes • Planning new programme
	5.8. Record changes to clients plans	<ul style="list-style-type: none"> • Re-visiting PAR-Q and up-date records and plans

LO6 Be able to instruct and adapt planned exercises	6.1. Use motivational styles that: <ul style="list-style-type: none"> • Are appropriate to the clients • Are consistent with accepted good practice 	<ul style="list-style-type: none"> • Self-motivation • Team motivation • Goal motivation • Reward motivation • Recognition motivation • Peer motivation • Authority motivation
	6.2. Explain the purpose and value of a warm-up to clients	<ul style="list-style-type: none"> • Aims and objectives • Warm-up exercises • Reasons why these are important • Teaching points • Muscles used
	6.3. Provide warm-ups appropriate to the clients, planned exercise and the environment	<ul style="list-style-type: none"> • Short term <ul style="list-style-type: none"> - Increased heart rate - Increased breathing rate - Build-up of carbon dioxide in the bloodstream - Stroke volume - Increased blood flow to capillaries - Cardiac output - Systolic pressure - Diastolic pressure - Respiratory rate • Long term <ul style="list-style-type: none"> - Increase in stroke volume - Lower resting heart rate - Reduced risk of heart disease - Reduction of high blood pressure - Improved blood cholesterol - Reduced body fat - Build-up of carbon dioxide and other metabolic by-products in the blood - Increased capillarisation and use of dead space
	6.4. Make best use of the environment in which clients are exercising	<ul style="list-style-type: none"> • Gym • Studio/sports hall • Client's home or other enclosed space • Outdoors

	6.5. Provide instructions, explanations and demonstrations that are technically correct, safe and effective	<ul style="list-style-type: none"> • Aims and objectives • Lesson plans • Physical exercises/activities • Correct terminology • Effective programme planning • Evaluation
	6.6. Adapt verbal and non-verbal communication methods to make sure clients understand what is required	<ul style="list-style-type: none"> • Rapport <ul style="list-style-type: none"> - Interpersonal communications skills - Empathy - Listening - Attending - Verbal and non-verbal responses • Investigation <ul style="list-style-type: none"> - Information gathering skills
	6.7. Ensure clients can carry out the exercises safely on their own	<ul style="list-style-type: none"> • Guidance and support • Programme planning
	6.8. Analyse clients' performance, providing positive reinforcement throughout	<ul style="list-style-type: none"> • Evaluating • Reflective practice • Motivational skills
	6.9. Correct techniques at appropriate points	<ul style="list-style-type: none"> • Adapting client position at the start, during and end of the exercise/activity
	6.10. Progress or regress exercises according to clients' performance	<ul style="list-style-type: none"> • Changing the type of exercises as improvement/regression is made • Motivational level • Accept participants' learning curves
LO7 Be able to bring exercise sessions to an end	7.1. Allow sufficient time for the closing phase of the session	<ul style="list-style-type: none"> • Stretch/cool-down/relaxation • Planning timings
	7.2. Explain the purpose and value of cool-down activities to clients	<ul style="list-style-type: none"> • Procedures • Benefits and effects
	7.3. Select cool-down activities according to the type and intensity of physical exercise and client needs and condition	<ul style="list-style-type: none"> • Individual client needs • Recovery time • Physical fitness • Health related fitness • Wellness

	7.4. Provide clients with feedback and positive reinforcement	<ul style="list-style-type: none"> • Outcomes achieved • Effectiveness of programme • Summary of session
	7.5. Explain to clients how their progress links to their goals	<ul style="list-style-type: none"> • Evaluation relating to short, medium and long term goals
	7.6. Leave the environment in a condition suitable for future use	<ul style="list-style-type: none"> • Health and safety • Leaving the area in an acceptable condition for future sessions • Equipment cleaned and stored correctly

LO8 Be able to reflect on providing personal training sessions	8.1. Review the outcomes of working with clients including their feedback	<ul style="list-style-type: none"> • Planning and delivery of the session • Outcomes achieved • Motivational level • Evaluation and reflection of the session
	8.2. Identify: <ul style="list-style-type: none"> • How well the sessions met clients' goals • How effective and motivational the relationship with the client was • How well the instructing styles matched the clients' needs 	<ul style="list-style-type: none"> • Encouraging rapport with the clients • Feedback from the clients • Identifying ways to improve the session • Accepting clients' learning curves, explain any changes to the programme and agree with clients goals/preferences/abilities for the new programme
	8.3. Identify how to improve personal practice	<ul style="list-style-type: none"> • Communication skills • Listening skills • Planning of session • Approach to session and clients • Clarity of instructions • Demonstrations of exercises • Positioning of self • Monitoring participants' performance • Reflective practice • Evaluation • Training • Motivational skills • CPD
	8.4. Explain the value of reflective practice	<ul style="list-style-type: none"> • Defining reflective practice • Critically comparing differing theories of reflective practice • Personal growth

		<ul style="list-style-type: none"> • Self-awareness • Identifying strengths and removing limitations • Identifying lifelong learning opportunities
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Assessment	
Portfolio of evidence	Containing: <ul style="list-style-type: none"> • 3 practical performances • 1 interview

Guide to taught content
<p>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.</p>

Document History

Version	Issue Date	Changes	Role
v1	13/08/2019	First published	Qualifications and Regulation Co-ordinator