

Scheme of work

For each VTCT (ITEC) qualification, the lecturer/centre must complete a scheme of work for each unit indicating how the Lecturer is planning to cover the unit content throughout the course. Set out the planned sessions in terms of learning outcomes to be achieved. These should match those stated within the VTCT (ITEC) unit specification. Include all units of each course offered. Hours should meet the minimum guided learning hours listed within the unit specification.

Unit title: iUSP154 - Programming personal training with clients

Total contact tuition hours proposed: 47

Lecturer(s) responsible:

Learning objectives	Lecture content	Suggested resources	Approx. hours
Introductory session	<ul style="list-style-type: none"> College rules and regulations College mission statement ITEC rules and regulations Health & Safety Timetable Dates – holidays etc. Syllabus Recommended books 	<ul style="list-style-type: none"> Lecture Q&A Using all the documents listed to ensure the students understand the college expectations and their commitment to the course 	
Understand how to prepare personal training programmes			
Describe the range of resources required to deliver a personal training programme, including: <ul style="list-style-type: none"> Environment for the session Portable equipment Fixed equipment 	<ul style="list-style-type: none"> Room Lighting Ventilation Flooring Weights Apparatus Gym Studio/sports hall Client's home or other enclosed space Outdoors 	<ul style="list-style-type: none"> Whiteboard Lecture Q&A Handout Homework Test 	3

Explain how to work in environments that are not specifically designed for exercise/physical activity	<ul style="list-style-type: none"> Assessing the suitability of the environment Carrying out a risk assessment Adapting the environment for the session 		
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Understand the importance of long term behavioural change for personal training			
Explain why it is important for clients to understand the advantages of personal training	<ul style="list-style-type: none"> Physical fitness Health related fitness Wellness 	<ul style="list-style-type: none"> Whiteboard Lecture Q&A Handout Homework Test 	3
Explain why it is important for a personal trainer to work together with clients to agree goals, objectives, programmes and adaptations	<ul style="list-style-type: none"> 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 		
Explain the importance of long-term behaviour change in developing client fitness	<ul style="list-style-type: none"> Client understanding Commitment Identifying advantages Identifying obstacles/barriers 		
Explain how to ensure clients commit themselves to long-term change	<ul style="list-style-type: none"> 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 		

Understand the principles of collecting information to plan a personal training programme			
Explain the principles of informed consent	<ul style="list-style-type: none"> • Adequate disclosure of information • Competency • Welfare of client • Capacity for decision making • Client choice • Good practice • Ethical principles • Standards of conduct • Integrity • Respect 	<ul style="list-style-type: none"> • Whiteboard • Lecture • Q&A • Handout • Homework • Test • Performance Evidence/PARQ 	3
Explain why informed consent should be obtained before collecting information for a personal training programme	<ul style="list-style-type: none"> • Professionalism • Making sure that the correct programme can be developed for each individual's needs 		
<p>Summarise the client information that should be collected when designing a personal training programme to include:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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, 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 		

	<ul style="list-style-type: none"> Understand national guidelines regarding the interpretation of collected data 		
Explain how to select the most appropriate methods of collecting client information according to client need	<ul style="list-style-type: none"> Consent form Physical activity readiness questionnaire (PARQ) Medical/health screening Physical fitness assessments Interview Observation 		
Explain the legal and ethical implications of collecting client information, including confidentiality	<ul style="list-style-type: none"> Data Protection Act/GDPR Code of ethics Code of practice Understand national guidelines regarding the interpretation of collected data 		

Understand how to screen clients prior to a personal training programme			
Explain how to interpret information collected from the client in order to identify client needs and goals	<ul style="list-style-type: none"> Aims and objectives Short, medium and long term goals Adaptations Progression Regression Reviewing client assessment 	<ul style="list-style-type: none"> Whiteboard Lecture Q&A Handout Homework Test Performance Evidence/PARQ 	5
Explain how to analyse client responses to the Physical Activity Readiness Questionnaire (PARQ)	<ul style="list-style-type: none"> Interpreting evidence 		
Describe the types of medical conditions that will prevent personal trainers from working with a client unless they have specialist training and qualifications	<ul style="list-style-type: none"> 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 		

	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> - 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 		
Explain how and when personal trainers should refer clients to another professional	<ul style="list-style-type: none"> • Understanding when referral to GP/other health care professional/fitness professional is necessary 		

Understand how to identify personal training goals			
<p>Explain how to identify clients' short, medium and long-term goals to include:</p> <ul style="list-style-type: none"> • General health and fitness • Physiological • Psychological • Lifestyle • Social • Functional ability 	<ul style="list-style-type: none"> • Aims and objectives • Healthy eating • Weight management • Cardiovascular • Strength • Endurance • Flexibility • Core stability • Stress • Fitness level • Posture • Occupation 	<ul style="list-style-type: none"> • Whiteboard • Lecture • Q&A • Handout • Homework • Test 	4
Identify when personal trainers should involve others, apart from their clients, in goal setting	<ul style="list-style-type: none"> • Other personal trainers • Other sports instructors • Other colleagues or members of the team • Other related organisations and professionals 		
Explain how to use specific, measurable, achievable, realistic and time bound (SMART) objectives in a personal training programme	<ul style="list-style-type: none"> • 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 		

	<ul style="list-style-type: none"> • Determine your area of expertise and those to be developed • Review courses taken and share results with colleagues, clients and superiors 		
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Understand how to plan a personal training programme with clients			
Identify credible sources of guidelines on programme design and safe exercise	<ul style="list-style-type: none"> • Professional associations/societies/guild • CPD • Market 	<ul style="list-style-type: none"> • Whiteboard • Lecture • Q&A • Handout • Homework • Test • Lesson Plan 	5
Summarise the key principles of designing programmes to achieve short, medium and long-term goals, including the order and structure of sessions	<ul style="list-style-type: none"> • Aims and objectives • Lesson plan • Teaching points • Evaluation • Reflection 		
Describe a range of safe and effective exercises/physical activities to develop: <ul style="list-style-type: none"> • Cardiovascular fitness • Muscular fitness • Flexibility • Motor skills • Core stability 	<ul style="list-style-type: none"> • Warm-up • Cool down • Cardiovascular/aerobic <ul style="list-style-type: none"> - Interval - Fartlek - Plyometrics - Steady state exercise • Muscular strength and endurance • Flexibility/stretch <ul style="list-style-type: none"> - 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 		
Explain how to include physical activities as part of the client's lifestyle to complement exercise sessions	<ul style="list-style-type: none"> • Home care advice • Additional activities/exercises to complement fitness programme • Exercises that can be applied to day-to-day life 		

Explain how to design programmes that can be run in environments not designed specifically for exercise	<ul style="list-style-type: none"> • Sports hall • Client's home or other enclosed space • Outdoors 		
Identify when it might be appropriate to share the programme with other professionals	<ul style="list-style-type: none"> • Knowing own parameters of expertise and when to refer to others 		

Understand how to adapt a personal training programme			
Explain how the principles of training can be used to adapt the programme where: <ul style="list-style-type: none"> • Goals are not being achieved • New goals have been identified 	<ul style="list-style-type: none"> • Regression • Progression 	<ul style="list-style-type: none"> • Whiteboard • Lecture • Q&A • Handout • Homework • Test • Lesson Plan 	4
Describe the different training systems and their use in providing variety and in ensuring programmes remain effective	<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 • Static • Ballistic • Dynamic • Proprioceptive neuromuscular facilitation (PNF) • Contract-relax-agonist-contract (CRAC) technique 		
Explain why it is important to keep accurate records of changes and the reasons for change	<ul style="list-style-type: none"> • 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 		

	<ul style="list-style-type: none"> • Whether the routine met with the client's needs • Longer term wishes of the client 		
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Be able to collect information about clients			
Establish a rapport with the client	<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 • 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 - Feedback - Observation of client(s) from different angles - Adapt teaching style according to individual learning style - Rewarding 	<ul style="list-style-type: none"> • Whiteboard • Lecture • Q&A • Handout • Homework • Test • Lesson Plan 	3
Explain own role and responsibilities to clients	<ul style="list-style-type: none"> • Teacher • Advisor • Supporter • Motivator • Counsellor • Negotiator • Empathy • Respect • Warmth • Genuineness • Trust • Non-judgemental 		

	<ul style="list-style-type: none"> • Not a “performer” • Ethical • Embracing diversity • Discretion 		
Collect the information needed to plan a programme using appropriate methods, to include physical/fitness assessments	<ul style="list-style-type: none"> • Medical health screening • Physical fitness testing • PARQ 		
Show sensitivity and empathy to clients and the information they provide	<ul style="list-style-type: none"> • 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) 		
Record the information using appropriate formats in a way that will aid analysis	<ul style="list-style-type: none"> • Written using Physical activity readiness questionnaire (PARQ) • Interviews • Observation • Physical/fitness assessment 		
Treat confidential information correctly	<ul style="list-style-type: none"> • Data Protection Act /GDPR 		

Be able to agree goals with clients			
Work with clients to agree short, medium and long-term goals appropriate to their needs	<ul style="list-style-type: none"> • General health and fitness • Physiological • Psychological • Lifestyle • Social • Functional ability 	<ul style="list-style-type: none"> • Whiteboard • Lecture • Q&A • Handout • Homework • Test • Lesson Plan 	3
Ensure the goals are: <ul style="list-style-type: none"> • Specific, measurable, achievable, realistic and time bound 	<ul style="list-style-type: none"> • Monitoring progression • Reviewing progression • Encouraging clients to offer own views on progress • Adhering to Industry code of ethics and good practice 		

<ul style="list-style-type: none"> Consistent with industry good practice 			
Agree with clients their needs and readiness to participate	<ul style="list-style-type: none"> Evaluation Reviewing outcomes 		

Be able to plan a personal training programme with clients			
<p>Plan specific outcome measures, stages of achievement and exercises/physical activities that are:</p> <ul style="list-style-type: none"> Appropriate to clients' goals and level of fitness Consistent with accepted good practice 	<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 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 	<ul style="list-style-type: none"> Whiteboard Lecture Q&A Handout Homework Test Lesson Plan 	5
Ensure the components of fitness are built into the programme	<ul style="list-style-type: none"> Frequency Intensity Time Type Adherence 		
Apply the principles of training to help clients to achieve short, medium and long-term goals	<ul style="list-style-type: none"> Major Principles <ul style="list-style-type: none"> Specificity Frequency Intensity Duration Progressive overload Complementary Principles <ul style="list-style-type: none"> Individuality Diminishing Returns Adaptation Variety Maintenance Detraining Retraining 		
Agree the demands of the programme with clients	<ul style="list-style-type: none"> Outcomes achieved 		

	<ul style="list-style-type: none"> • 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 		
Agree a timetable of sessions with clients	<ul style="list-style-type: none"> • Duration of session • Frequency of exercise 		
Agree appropriate evaluation methods and review dates	<ul style="list-style-type: none"> • Reflective practice • Self-awareness • Lifelong learning • Review 		
Identify the resources needed for the programme, including the use of environments not designed for exercise	<ul style="list-style-type: none"> • Environment <ul style="list-style-type: none"> - Gym - Studio/sports hall - Client's home or other enclosed space - Outdoors • Equipment <ul style="list-style-type: none"> - Portable - Fixed 		
Record plans in a format that will help clients and others involved to implement the programme	<ul style="list-style-type: none"> • Aims and objectives • Lesson plan • Evaluation • Recording of evidence • Reflective practice 		
Agree how to maintain contact with the client between sessions	<ul style="list-style-type: none"> • Telephone <ul style="list-style-type: none"> - Call - Text • Internet <ul style="list-style-type: none"> - Email - Website • Mail <ul style="list-style-type: none"> - Letter - Promotional literature 		

Be able to manage a personal training programme			
Monitor effective integration of all programme exercises/physical activities and sessions	<ul style="list-style-type: none"> • Warm-up • Cool down • Muscular strength • Muscular endurance • Resistance training • Cardiorespiratory training • Range of motion training 	<ul style="list-style-type: none"> • Whiteboard • Lecture • Q&A • Handout • Homework • Test 	5
Provide alternatives to the programmed exercises/physical activities if clients cannot take part as planned	<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 		
Monitor clients' progress using appropriate methods	<ul style="list-style-type: none"> • Interview • Questionnaires • Observation • Physical/fitness assessments 		

Be able to review progress with clients			
Explain the purpose of review to clients	<ul style="list-style-type: none"> • Outcomes • Effectiveness of programme • Changing demands • Improvement • Motivation • Preventing relapse • Encouraging progression 	<ul style="list-style-type: none"> • Whiteboard • Lecture • Q&A • Handout • Homework • Test 	2
Review short, medium and long-term goals with clients at agreed points in the programme, taking	<ul style="list-style-type: none"> • 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 		

into account any changes in circumstances			
Encourage clients to give their own views on progress	<ul style="list-style-type: none"> Needs/requirements Likes/dislikes Progression/regression 		
Use suitable methods of evaluation that will help to review client progress against goals and initial baseline data	<ul style="list-style-type: none"> Internal/external drivers Customer requirements Referring to initial physical/fitness assessments 		
Give feedback to clients during their review that is likely to strengthen their motivation and adherence	<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 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.) 		
Agree review outcomes with clients	<ul style="list-style-type: none"> Short, medium and long-term goals Review current programme and alter accordingly 		
Keep an accurate record of reviews and their outcome	<ul style="list-style-type: none"> Recording of evidence Storage of client reviews and records 		

Be able to adapt a personal training programme with clients			
Identify goals and exercises/physical activities that need to be redefined or adapted	<ul style="list-style-type: none"> • Re-evaluating programme • Adapting programme 	<ul style="list-style-type: none"> • Whiteboard • Lecture • Q&A • Handout • Homework • Test 	2
Agree adaptations, progressions or regressions to meet clients' needs to optimise achievement	<ul style="list-style-type: none"> • Adaptations • Progression • Regression • Achievement 		
Identify and agree any changes to resources and environments with the client	<ul style="list-style-type: none"> • Environment <ul style="list-style-type: none"> - Gym - Studio/sports hall - Client's home or other enclosed space - Outdoors • Equipment <ul style="list-style-type: none"> - Portable - Fixed 		
Introduce adaptations in a way that is appropriate to clients and their needs	<ul style="list-style-type: none"> • New aims and objectives • New fitness programme 		
Record changes to programme plans to take account of adaptations	<ul style="list-style-type: none"> • Recording of evidence 		
Monitor the effectiveness of adaptations and update the programme as necessary	<ul style="list-style-type: none"> • At the end of each session the client's feelings should be noted with any reactions • The following areas should be monitored: <ul style="list-style-type: none"> - 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 		

Document History

Version	Issue Date	Changes	Role
v1	27/09/2019	First published	Qualifications Administrator