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: iUSP164 - Delivering personal training sessions

Total contact tuition hours proposed: 58

Lecturer(s) responsible:

Learning objectives	Lecture content	Suggested resources	Approx. hours
Introductory session	• College rules and regulations • College mission statement • VTCT (ITEC) rules and regulations • Health & safety • Timetable • Dates – holidays etc. • Syllabus • Recommended books	• Lecture • Q&A • Using all the documents listed to ensure the students understand the college expectations and their commitment to the course	
1. Understand how to instruct exercise during personal training sessions			
Explain the importance of non-verbal communication when instructing clients	• Body language - Facial expressions - Gestures - Eye contact - Posture	• Whiteboard • Lecture • Q&A • Handout • Homework • Test	5
Describe how to adapt communication to meet client's needs	• Rapport - Interpersonal communications skills - Empathy - Listening - Attending - Verbal and non-verbal responses - Open and closed questions		

	• 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		
Evaluate different methods of maintaining clients motivation, especially when clients are finding exercises difficult	• 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		
Explain the importance of correcting client technique	• Improving posture and alignment • Reducing injury • Increasing the effectiveness of the exercise/activity • Improving results		

2. Understand how to adapt exercise to meet client needs during personal training sessions			
Explain why it is important to monitor individual progress especially if more than one client is involved in the session	• Meeting individual goals and expectations • Motivation	• Whiteboard • Lecture • Q&A • Handout • Homework • Test	8
Describe different methods of monitoring clients' progress during exercise	• Observation • Discussion • Evaluation • Feedback • PAR-Q and physical/fitness testing		
Explain why it is necessary to adapt planned exercises to meet clients' needs	• 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		
Explain how to adapt exercise/exercise positions as appropriate to individual clients and conditions	• 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		
Explain how to modify the intensity of exercise	• Increasing/decreasing: - Cardiovascular workout - Weight/resistance		

according to the needs and response of the client	- Complexity of exercise - Intensity and variation • Providing exercises suitable for client ability level • Selecting proven safe and sound modifications • Providing challenges		

3. Understand how to review personal training sessions with clients			
Explain why personal trainers should give clients feedback on their performance during a session	• 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	• Whiteboard • Lecture • Q&A • Handout • Homework • Test	8
Explain why clients should be given the opportunity to ask questions, provide feedback and discuss their performance	• Understanding • Improvement • Motivation • Short to medium to long term goals met • Commitment		
Explain how to give clients feedback on their performance in a way that is accurate but maintains client motivation and commitment	• Demonstrating positive body language • Responding positively • Using clear and simple terminology • Interpersonal communication skills • Empathy • Listening		
Explain why clients need to see their progress against objectives in terms of their overall goals and programme	• Aims and objectives • Improvement • Performance • Motivational level • Short to medium to long term goals • Positivity • Planning • Psychological		

	• Physical • Lifestyle related • Socially related • Adherence related		
Explain why clients need information about future exercise and physical activity, both supervised and unsupervised	• Personal development • Increased performance • Alternative programmes/times/dates • Motivation		

4. Be able to plan and prepare personal training sessions			
Plan a range of exercises/physical activities to help clients achieve their objectives and goals, covering: • Cardiovascular fitness • Muscular fitness • Flexibility • Motor skills • Core stability	• Cardiorespiratory training - Warm-up - Cool-down - Interval - Fartlek - Plyometrics - Aerobic - Anaerobic - Peripheral heart flow training • Muscular strength - Use of high resistance and low repetitions • Muscular endurance - Lower resistance loads and high repetitions - Increased endurance capacity in muscles developed between exercise session • Flexibility training - Balance – static and dynamic - Co-ordination - Reaction time - Power - Agility - Proprioceptive neuromuscular facilitation (PNF) - Contract-relax-agonist-contract (CRAC) technique • Resistance training - 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	• Whiteboard • Lecture • Q&A • Handout • Homework • Test • Lesson plan	10

	- Pyramid systems - Forced repetitions		
Identify, obtain and prepare the resources needed for planned exercises/physical activities, improvising safely where necessary	• 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		

5. Be able to prepare clients for personal training sessions			
Help clients feel at ease in the exercise environment	• 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	• Whiteboard • Lecture • Q&A • Handout • Homework • Test • Performance Evidence/PARQ • Lesson plan	10
Explain the planned objectives and exercises/physical activities	• Aims and objectives • Lesson plan • Teaching points • Exercises • Balance of the session • Evaluation • Reflection		
Explain to clients how objectives and exercises/physical activities support their goals	• General health and fitness • Physiological • Psychological • Lifestyle • Social • Functional ability		

Explain the physical and technical demands of the planned exercises/physical activities to clients	• Cardiovascular fitness • Muscular fitness • Flexibility • Motor skills • Core stability • Circuit formats		
Explain to clients how planned exercise/physical activity can be progressed or regressed to meet their goals	• Changing the type of exercises to suit the fitness of the participant(s) as improvement/regression is made • Motivational level • Accept participants' learning curves		
Assess clients' state of readiness and motivation to take part in the planned exercises/physical activities	• 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		
Negotiate and agree with clients any changes to the planned exercises/physical activities that: • Meet their goals and preferences • Enable them to maintain progress	• Discussion • Meeting the goals of the client • Effectiveness of the session • Identifying ways to improve the session • Agreeing outcomes • Planning new programme		
Record changes to clients plans	• Re-visiting PAR-Q and up-date records and plans		

6. Be able to instruct and adapt planned exercises			
Use motivational styles that: • Are appropriate to the clients • Are consistent with accepted good practice	• Self-motivation • Team motivation • Goal motivation • Reward motivation • Recognition motivation • Peer motivation • Authority motivation	• Whiteboard • Lecture • Q&A • Handout • Homework • Test • Performance Evidence/PARQ • Lesson plan • Exercise equipment	8
Explain the purpose and value of a warm-up to clients	• Aims and objectives • Warm-up exercises • Reasons why these are important • Teaching points • Muscles used		
Provide warm-ups appropriate to the clients, planned exercise and the environment	• Short term - 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 - 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		
Make best use of the environment in which clients are exercising	• Gym • Studio/sports hall • Client's home or other enclosed space • Outdoors		
Provide instructions, explanations and demonstrations that are	• Aims and objectives • Lesson plans • Physical exercises/activities		

technically correct, safe and effective	• Correct terminology • Effective programme planning • Evaluation		
Adapt verbal and non-verbal communication methods to make sure clients understand what is required	• Rapport - Interpersonal communications skills - Empathy - Listening - Attending - Verbal and non-verbal responses • Investigation - Information gathering skills		
Ensure clients can carry out the exercises safely on their own	• Guidance and support • Programme planning		
Analyse clients' performance, providing positive reinforcement throughout	• Evaluating • Reflective practice • Motivational skills		
Correct techniques at appropriate points	• Adapting client position at the start, during and end of the exercise/activity		
Progress or regress exercises according to clients' performance	• Changing the type of exercises as improvement/regression is made • Motivational level • Accept participants' learning curves		

7. Be able to bring exercise sessions to an end			
Allow sufficient time for the closing phase of the session	• Stretch/cool-down/relaxation • Planning timings	• Whiteboard • Lecture • Q&A • Handout • Homework • Test	4
Explain the purpose and value of cool-down activities to clients	• Procedures • Benefits and effects		
Select cool-down activities according to the type and intensity of physical exercise and client needs and condition	• Individual client needs • Recovery time • Physical fitness • Health related fitness • Wellness		

Provide clients with feedback and positive reinforcement	• Outcomes achieved • Effectiveness of programme • Summary of session		
Explain to clients how their progress links to their goals	• Evaluation relating to short, medium and long term goals		
Leave the environment in a condition suitable for future use	• Health and safety • Leaving the area in an acceptable condition for future sessions • Equipment cleaned and stored correctly		

8. Be able to reflect on providing personal training sessions			
Review the outcomes of working with clients including their feedback	• Planning and delivery of the session • Outcomes achieved • Motivational level • Evaluation and reflection of the session	• Whiteboard • Lecture • Q&A • Handout • Homework • Test	5
Identify: • 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	• 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		
Identify how to improve personal practice	• 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		
Explain the value of reflective practice	• Defining reflective practice • Critically comparing differing theories of reflective practice • Personal growth • Self-awareness • Identifying strengths and removing limitations • Identifying lifelong learning opportunities		

Document History

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