

Unit Title: **Programming personal training with clients**

Level: 3
 Credit value: 7
 Guided learning hours: 47
 Unit expiry date: 31/12/2013

Unit purpose and aim

This unit covers the knowledge and skills of a learner needs to design, manage, and adapt a personal training programme with apparently healthy adults of all ages. This may include young people in the 14-16 age range, provided they are part of a larger adult group. The unit also covers working with individual older adults, ante and postnatal clients and disabled clients, provided the relevant contraindications and key safety guidelines are observed. This unit, however, does not cover running specialist whole classes for young people, older adults, ante and postnatal and disabled clients. Specialist units are available for these types of classes.

Learning Outcomes	Assessment Criteria
1 Understand how to prepare personal training programmes	1.1 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 1.2 Explain how to work in environments that are not specifically designed for exercise/physical activity
2 Understand the importance of long term behaviour change for personal training	2.1 Explain why it is important for clients to understand the advantages of personal training 2.2 Explain why it is important for a personal trainer to work together with clients to agree goals, objectives, programmes and adaptations 2.3 Explain the importance of long-term behaviour change in developing client fitness 2.4 Explain how to ensure clients commit themselves to long-term change
3 Understand the principles of collecting information to plan a personal training programme	3.1 Explain the principles of informed consent 3.2 Explain why informed consent should be obtained before collecting information for a personal training programme 3.3 Summarise the client information that should be collected when designing a personal training programme to include: <ul style="list-style-type: none"> • personal goals • lifestyle • medical history • physical activity history

	<ul style="list-style-type: none"> • physical activity likes and dislikes • motivation and barriers to participation • current fitness level • stage of readiness • posture and alignment • functional ability <p>3.4 Explain how to select the most appropriate methods of collecting client information according to client need</p> <p>3.5 Explain the legal and ethical implications of collecting client information, including confidentiality</p>
4 Understand how to screen clients prior to a personal training programme	<p>4.1 Explain how to interpret information collected from the client in order to identify client needs and goals</p> <p>4.2 Explain how to analyse client responses to the Physical Activity Readiness Questionnaire (PAR-Q)</p> <p>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</p> <p>4.4 Explain how and when personal trainers should refer clients to another professional</p>
5 Understand how to identify personal training goals with clients	<p>5.1 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 <p>5.2 Identify when personal trainers should involve others, apart from their clients, in goal setting</p> <p>5.3 Explain how to use specific, measurable, achievable, realistic and time bound (SMART) objectives in a personal training programme</p>

<p>6 Understand how to plan a personal training programme with clients</p>	<p>6.1 Identify credible sources of guidelines on programme design and safe exercise</p> <p>6.2 Summarise the key principles of designing programmes to achieve short, medium and long term goals, including the order and structure of sessions</p> <p>6.3 Describe a range of safe and effective exercises/physical activities to develop:</p> <ul style="list-style-type: none"> • cardiovascular fitness • muscular fitness • flexibility • motor skills • core stability <p>6.4 Explain how to include physical activities as part of the client's lifestyle to complement exercise sessions</p> <p>6.5 Explain how to design programmes that can be run in environments not designed specifically for exercise</p> <p>6.6 Identify when it might be appropriate to share the programme with other professionals</p>
<p>7 Understand how to adapt a personal training programme with clients</p>	<p>7.1 Explain how the principles of training can be used to adapt the programme where:</p> <ul style="list-style-type: none"> • goals are not being achieved • new goals have been identified <p>7.2 Describe the different training systems and their use in providing variety and in ensuring programmes remain effective</p> <p>7.3 Explain why it is important to keep accurate records of changes and the reasons for change</p>
<p>8 Be able to collect information about clients</p>	<p>8.1 Establish a rapport with the client</p> <p>8.2 Explain own role and responsibilities to clients</p> <p>8.3 Collect the information needed to plan a programme using appropriate methods, to include physical/fitness assessments</p> <p>8.4 Show sensitivity and empathy to clients and the information they provide</p> <p>8.5 Record the information using appropriate formats in a way that will aid analysis</p> <p>8.6 Treat confidential information correctly</p>
<p>9 Be able to agree goals with clients</p>	<p>9.1 Work with clients to agree short, medium and long-term goals appropriate to their needs</p> <p>9.2 Ensure the goals are:</p> <ul style="list-style-type: none"> • specific, measurable, achievable, realistic and time bound • consistent with industry good practice <p>9.3 Agree with clients their needs and readiness to participate</p>
<p>10 Be able to plan a personal training programme with clients</p>	<p>10.1 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 <p>10.2 Ensure the components of fitness are built into the programme</p> <p>10.3 Apply the principles of training to help clients to achieve</p>

	<p>short, medium and long term goals</p> <p>10.4 Agree the demands of the programme with clients</p> <p>10.5 Agree a timetable of sessions with clients</p> <p>10.6 Agree appropriate evaluation methods and review dates</p> <p>10.7 Identify the resources needed for the programme, including the use of environments not designed for exercise</p> <p>10.8 Record plans in a format that will help clients and others involved to implement the programme</p> <p>10.9 Agree how to maintain contact with the client between sessions</p>
11 Be able to manage a personal training programme	<p>11.1 Monitor effective integration of all programme exercises/physical activities and sessions</p> <p>11.2 Provide alternatives to the programmed exercises/physical activities if clients cannot take part as planned</p> <p>11.3 Monitor clients' progress using appropriate methods</p>
12 Be able to review progress with clients	<p>12.1 Explain the purpose of review to clients</p> <p>12.2 Review short, medium and long term goals with clients at agreed points in the programme, taking into account any changes in circumstances</p> <p>12.3 Encourage clients to give their own views on progress</p> <p>12.4 Use suitable methods of evaluation that will help to review client progress against goals and initial baseline data</p> <p>12.5 Give feedback to clients during their review that is likely to strengthen their motivation and adherence</p> <p>12.6 Agree review outcomes with clients</p> <p>12.7 Keep an accurate record of reviews and their outcome</p>
13 Be able to adapt a personal training programme with clients	<p>13.1 Identify goals and exercises/physical activities that need to be redefined or adapted</p> <p>13.2 Agree adaptations, progressions or regressions to meet clients' needs to optimise achievement</p> <p>13.3 Identify and agree any changes to resources and environments with the client</p> <p>13.4 Introduce adaptations in a way that is appropriate to clients and their needs</p> <p>13.5 Record changes to programme plans to take account of adaptations</p> <p>13.6 Monitor the effectiveness of adaptations and update the programme as necessary</p>

Assessment

This unit is assessed by the learner completing a personal training programme for a client using the appropriate assessment paperwork provided by OCR.

The assessment also includes some viva questions which the learner must complete with the assessor. An assessor checklist is provided and this must be completed by the assessor to record outcomes.

All of the information required for the assessment, and associated documentation can be found on the OCR website:

http://www.ocr.org.uk/qualifications/type/qcf/slr/per_train_l3_cert/documents/index.html

Evidence requirements

The OCR assessment documentation available to download from the OCR website fully meets all required Assessment Criteria for this unit.

Guidance on assessment and evidence requirements

- Learners should conduct a thorough consultation and agree goals to meet their clients' needs. The learner must conduct the interview using the activity and lifestyle screening questionnaire and PAR Q form. Physical measurements should be taken as appropriate for the client. The checklist must be used to record outcomes.
- Learners should produce a client profile, and devise a 12 week progressive programme to meet the needs of the client. The programme must include the components of fitness.
- Learners should produce session plans for one session.
- Learners should conduct a mid term progress review with their client.

Assessors should conduct a viva with learners, and record a summary on the viva form

Details of relationship between the unit and national occupational standards

Instructing Physical Activity and Exercise 2009 NOS

D460 Design, manage and adapt a personal training programme with clients

Resources

OCR strongly advises that teaching and development of subject content and associated skills be referenced to real vocational situations, through the utilisation of appropriate work-based contact, vocationally experienced delivery personnel, and real life case studies.

Candidates should be encouraged to read around the subject and have an appropriate knowledge of the application of the appropriate legislation (eg Health and Safety).

Centres will need to provide appropriate assessment facilities for candidates that comply with the regulations laid down by OCR in the *Admin guide: Vocational Qualifications (A850)* and the *JCQ Instructions for Conducting Examinations*, available on the OCR website www.ocr.org.uk

Centres will need to meet the above requirements when they seek centre approval from OCR.

Centres should ensure that appropriate physical resources are available in line with guidance provided in the Centre Handbook.

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications (A850)*'.