

Unit Title:	Design, manage and adapt a personal training programme with clients
OCR unit number	7
Sector unit number	PT307
Level:	3
Credit value:	6
Guided learning hours:	30
Unit expiry date:	30/04/2015

Unit purpose and aim

This unit covers the knowledge and competence that the learner needs, to design, manage and adapt a personal training programme with clients.

Learning Outcomes	Assessment Criteria
<p>The Learner will:</p> <p>1 Understand how to collect and record information about clients</p>	<p>The Learner can:</p> <p>1.1 Explain why it is important to collect accurate information about clients</p> <p>1.2 Explain how to decide what information to collect</p> <p>1.3 Explain safe and appropriate methods that can be used to collect the information needed to plan personal training programmes</p> <p>1.4 Outline the legal and ethical implications of collecting information about clients</p> <p>1.5 Explain how to establish rapport with clients and identify the communication skills needed</p> <p>1.6 Describe the importance of showing empathy and being sensitive to clients' goals and current stage of readiness</p> <p>1.7 Explain how to administer and interpret the Physical Activity Readiness Questionnaire (PAR-Q)</p> <p>1.8 Describe different formats for recording information about clients</p> <p>1.9 Explain professional role boundaries with regard to offering personal training to clients with different medical conditions</p> <p>1.10 Explain when it is necessary to refer clients to another professional and describe the procedure that should be followed</p> <p>1.11 Explain the importance of safeguarding the confidentiality of collected information and describe how to do so</p> <p>1.12 Analyse the strengths and weaknesses of the various methods of collecting information for different types of</p>

Learning Outcomes	Assessment Criteria
	clients 1.13 Explain how to ensure clients informed consent is obtained before collecting information 1.14 Outline legal and organisational requirements for data protection and confidentiality
2 Be able to collect and record information about clients	2.1 Establish a rapport with clients 2.2 Explain own role and responsibilities to the clients 2.3 Identify what information needs to be collected about clients 2.4 Collect information about clients using appropriate methods 2.5 Show sensitivity and empathy to clients and the information they provide 2.6 Record the information in a way that will help to analyse it 2.7 Identify when clients need referral to another professional 2.8 Maintain client confidentiality in line with good practice procedures
3 Understand how to analyse information and agree goals with clients	3.1 Explain why it is important to work together with clients to agree goals and activities 3.2 Explain the importance of long-term behaviour change and how to ensure clients understand and commit themselves to long-term change 3.3 Describe how to organise information in a way which will assist its interpretation and analysis 3.4 Describe how to analyse and interpret collected information so that clients needs and goals can be identified 3.5 Explain the importance of clients understanding the advantages of taking part in a personal training programme 3.6 Explain why it is important to base goal setting on an analysis of clients' needs 3.7 Describe the possible barriers which may prevent clients achieving their goals 3.8 Explain why it is important to identify and agree short, medium and long term goals that take account of barriers and discrepancies, including client fears and reservations about physical activity 3.9 Explain when people other than clients should be involved in goal setting 3.10 Explain how to develop, agree and record goals which are appropriate to clients 3.11 Explain how to make goals specific, measurable, achievable, realistic and time bound and identify why this is important 3.12 Assess strategies which can prevent drop out or relapse
4 Be able to analyse information and agree goals with clients	4.1 Analyse the information collected 4.2 Identify any barriers to participation and encourage clients to find a solution 4.3 Agree clients needs and readiness to participate

Learning Outcomes	Assessment Criteria
	<p>4.4 Work with clients to agree short, medium and long-term goals appropriate to their needs</p> <p>4.5 Ensure the goals are specific, measurable, achievable, realistic and time bound and reflect accepted good practice</p> <p>4.6 Record the agreed goals in a format that is clear to all those involved in the programme</p> <p>4.7 Identify and agree strategies to prevent drop out or relapse</p>
<p>5 Understand how to plan, prepare and manage a personal training programme with clients</p>	<p>5.1 Explain why thorough planning and preparation are necessary</p> <p>5.2 Explain how to research and identify exercises and activities which will help clients to achieve their goals</p> <p>5.3 Explain how to design personal training programmes according to accepted good practice</p> <p>5.4 Explain how to apply the principles of training to programme design</p> <p>5.5 Explain how to design a progressive programme to allow clients to achieve short, medium and long term goals</p> <p>5.6 Describe how to include physical activities as part of the client's lifestyle to complement exercise sessions</p> <p>5.7 Explain how to choose resources and environments that will help clients to participate in the programme according to their needs</p> <p>5.8 Explain how to design programmes that can be run in environments not designed for physical exercise, for example a client's home or outdoor area</p> <p>5.9 Explain how to decide on the order of exercises and activities in the programme</p> <p>5.10 Outline current guidelines on programme design and safe exercise</p> <p>5.11 Explain how to make sure the components of fitness are built into the programme</p> <p>5.12 Explain how to structure the sessions which make up the programme</p> <p>5.13 Explain how to record the programme</p> <p>5.14 Explain why it is important to agree the programme with clients</p> <p>5.15 Explain when it is appropriate to share the programme with other professionals</p>
<p>6 Be able to plan, prepare and manage a personal training programme with clients</p>	<p>6.1 Plan specific outcome measures, stages of achievement and exercises/physical activities that are appropriate to clients' goals and level of fitness</p> <p>6.2 Ensure exercises/physical activities are consistent with accepted good practice</p> <p>6.3 Explain and agree the demands of the programme with clients</p> <p>6.4 Plan and agree a progressive timetable of sessions with clients</p> <p>6.5 Agree appropriate evaluation methods and review dates</p> <p>6.6 Identify the resources needed, making best use of the</p>

Learning Outcomes	Assessment Criteria
	<p>environments in which clients will exercise</p> <p>6.7 Apply the principles of training to help clients achieve short, medium and long term goals</p> <p>6.8 Ensure effective integration of all programme exercises/physical activities and sessions</p> <p>6.9 Provide alternatives to the programmed exercises/physical activities if clients cannot take part as planned</p> <p>6.10 Record plans in a format that will help all concerned to implement the programme</p> <p>6.11 Agree how to maintain contact with clients between sessions</p>
7 Understand how to review progress with clients	<p>7.1 Explain the importance of monitoring and reviewing programmes with clients</p> <p>7.2 Assess methods of collecting, analysing and recording information that will help to review progress against goals and initial baseline data</p> <p>7.3 Describe how to communicate information to clients and provide effective feedback</p> <p>7.4 Explain why it is important to encourage clients to give their views</p> <p>7.5 Explain how to analyse and record clients' progress</p> <p>7.6 Explain why it is important to agree changes with clients</p> <p>7.7 Explain why it is important to communicate progress and changes to all those involved in the programme</p> <p>7.8 Explain why it is important to keep accurate records of changes and the reasons for change</p>
8 Be able to review progress with clients	<p>8.1 Monitor clients' progress using appropriate methods</p> <p>8.2 Review progress with clients at agreed points in the programme</p> <p>8.3 Ensure clients understand the purpose of review and how it fits into their programme</p> <p>8.4 Encourage clients to give their own views on progress</p> <p>8.5 Use agreed evaluation guidelines</p> <p>8.6 Give positive and timely feedback to clients during their review</p> <p>8.7 Agree review outcomes with clients and keep accurate records</p>
9 Understand how to adapt a personal training programme with clients	<p>9.1 Explain how to review short, medium and long term goals with clients taking into account any changes in circumstances</p> <p>9.2 Explain how the principles of training can be used to adapt the programme where goals are not being achieved or new goals have been identified</p> <p>9.3 Describe how to communicate adaptations to clients and other professionals</p> <p>9.4 Explain the different training systems and their use in providing variety and ensuring programmes remain effective</p>

Learning Outcomes	Assessment Criteria
10 Be able to adapt a personal training programme with clients	10.1 Identify goals and exercises/physical activities that need to be redefined or adapted 10.2 Agree adaptations, progressions or regressions to meet clients' needs as and when necessary to optimise achievement 10.3 Identify any changes to resources and environments and agree them with clients 10.4 Introduce adaptations in a way that is appropriate to clients and their needs 10.5 Record changes to plans for the programme to take account of adaptations 10.6 Monitor the effectiveness of adaptations and update these as necessary

Assessment

This qualification is internally assessed by centre staff and externally verified by OCR Assessors.

Evidence requirements

This unit can be assessed by using a variety of methods from workplace evidence. This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague).

Please refer to Section 3 of the Centre Handbook for detailed information about conducting assessment and producing valid candidate evidence.

There must be evidence that the learner has met all of the assessment criteria listed against 'the learner will be able to' through their own work.

This evidence must be gathered by the assessor observing the learner on more than one occasion. There should be sufficient observations to ensure that the learner has met all the requirements.

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner's work (for example, diaries and/or reflective accounts countersigned by a senior colleague).

Simulation

Simulation is allowed for 2.7, if there is no naturally occurring evidence available.

Knowledge and understanding

There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against 'the learner will know how to'. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner's own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.

Guidance on assessment and evidence requirements

There must be evidence that the learner has carried out appropriate screening (e.g. use of the PARQ and informed consent) and taken physical measurements as appropriate for the client, from the following:

- Blood pressure (manual and digital where available)
- Anthropometrics (e.g. height and weight, BMI, waist circumference or waist to hips ratio)
- Body composition (e.g. callipers, bio-electrical impedance etc)
- Cardiovascular fitness (using validated/recognised protocols such as Astrand bike test, Rockport walking test etc)
- Range of motion (e.g. using validated/recognised protocols such as sit and reach test, visual assessment during stretch positions etc)
- Muscular fitness (e.g. using validated/recognised protocols such as abdominal curl/sit-up test, press-up test etc)

The learner should demonstrate the ability to provide sensitive feedback and any relevant healthy lifestyle advice to clients (within the limits of their knowledge and competence) based on collected information and test results/norms¹.

There **must** be evidence that a learner has planned a programme using Cardiovascular Machines.

Learners **must** also show planning for of a **minimum** of **two** of the following cardiovascular approaches to training:

- Interval
- Fartlek
- Continuous

There **must** be evidence that a learner has planned a programme using the following types of equipment:

- Resistance Machines
- Free Weights; including barbells and dumbbells and cables where available

Learners **must** show planning using different resistance machines and free weights, in a **minimum** of **four** of the following resistance approaches to training:

- Pyramid systems
- Super-setting
- Giant sets
- Tri sets
- Forced repetitions
- Pre / post exhaust
- Negative / eccentric training
- Muscular Strength Endurance / muscular fitness

There **must** be evidence that a learner has planned a programme to include a **minimum** of **one** core stability exercise (e.g. an exercise to improve muscles associated with stabilisation (local) and mobilisation (global)).

Learners **must** provide evidence that they have planned a progressive programme for a client ensuring effective integration of all exercises and physical activities to allow clients to achieve short, medium and long term goals. They should demonstrate their ability to review client progress and make any necessary adaptations to the programme where goals are not being achieved or new goals are identified.

Learners **must** provide evidence that they have planned a progressive programme for a client ensuring effective integration of all exercises and physical activities to allow clients to achieve short, medium and long term goals.

There **must** also be evidence that the learner's work has met the requirements listed as a **minimum**:

- Six types of information
- Two types of clients
- Four types of methods
- Three types of goals
- Four types of exercises/physical activities

National Occupational Standards (NOS) mapping/signposting

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

NOS can viewed on the relevant Sector Skills Council's website or the Occupational standards directory at www.ukstandards.co.uk.

Functional skills signposting

The functional skills standards can be found to view on the Ofqual website:

<http://www.ofqual.gov.uk/qualification-and-assessment-framework/89-articles/238-functional-skills-criteria>

Functional Skills Standards					
English		Mathematics		ICT	
Speaking and Listening	✓	Representing	✓	Use ICT systems	✓
Reading	✓	Analysing	✓	Find and select information	✓
Writing	✓	Interpreting	✓	Develop, present and communicate information	✓

Resources

The specific requirements for the Level 3 Diploma in Personal Training NVQ include:

1. Sufficient space for the safe and effective delivery of personal training activities (this should take into account health and safety requirements, equal opportunities practice (e.g. taking into account any special requirements or disabilities of learners), and the number of learners being assessed. The space required will be determined by the activity being undertaken.
2. Sufficient and safe equipment that is fit for purpose and in good working order enabling all aspects of the standards to be met (this should take into account the need to keep appropriate records regarding the maintenance and calibration of equipment according to manufacturers guidelines. The range of available equipment should enable learners to be assessed in all relevant aspects of the standard according to the evidence requirements. The equipment required will be determined by the activity (eg for gym a range of free weights, resistance and cardio machines will be required to meet the evidence requirements).

Additional information

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