

Unit Title:	Deliver exercise and physical activity as part of a personal training programme
OCR unit number	8
Sector unit number	PT309
Level:	3
Credit value:	10
Guided learning hours:	70
Unit expiry date:	30/04/2015

Unit purpose and aim

This unit covers the knowledge and competence that the learner needs, to deliver exercise and physical activity as part of a personal training programme.

Learning Outcomes	Assessment Criteria
<p>The Learner will:</p> <p>1 Understand how to plan and prepare individualised exercise sessions</p>	<p>The Learner can:</p> <p>1.1 Explain the importance of careful and thorough planning and preparation before physical exercise</p> <p>1.2 Explain how to identify specific objectives from the overall programme goals</p> <p>1.3 Explain how timings, intensities and sequences can affect programme outcomes</p> <p>1.4 Explain the importance of matching teaching and learning styles to maximise clients' progress and motivation</p> <p>1.5 Describe how to utilise verbal and non-verbal communication techniques</p> <p>1.6 Explain how to select and prepare the equipment and environment as needed</p> <p>1.7 Explain how to work in environments that are not specifically designed for physical exercise</p>
<p>2 Be able to plan and prepare individualised exercise sessions</p>	<p>2.1 Provide a range of exercises to help clients achieve objectives and goals</p> <p>2.2 Plan and agree the focus of exercises and utilise the resources available, improvising safely where necessary</p> <p>2.3 Plan realistic timings, intensities and sequences of exercises</p> <p>2.4 Identify, obtain and prepare the resources needed for the planned exercises</p>
<p>3 Understand how to prepare clients for individualised exercise sessions</p>	<p>3.1 Explain why it is important to ensure clients are properly prepared physically and psychologically before activity begins</p> <p>3.2 Explain why it is important to find out how clients responded to previous physical activity and if anything has changed</p>

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	<p>since then</p> <p>3.3 Describe the importance of explaining the planned objectives and activities to clients</p> <p>3.4 Explain why clients need to know the physical and technical demands of the activity and how this might affect motivation</p> <p>3.5 Explain why it may be necessary to negotiate and agree changes to plans with clients</p> <p>3.6 Explain why and how any changes to plans should be recorded</p> <p>3.7 Outline the health, safety and emergency procedures and requirements</p> <p>3.8 Explain why clients need to know about health, safety and emergency procedures</p>
<p>4 Be able to prepare clients for individualised exercise sessions</p>	<p>4.1 Meet clients punctually and make them feel at ease</p> <p>4.2 Collect any new information about clients response to previous activity</p> <p>4.3 Discuss the planned objectives and exercises for the session and how these link to clients' goals</p> <p>4.4 Discuss the physical and technical demands of the planned exercises and how clients can progress or regress these to meet goals</p> <p>4.5 Assess, agree and review clients' state of readiness and motivation to take part in the planned exercises</p> <p>4.6 Negotiate, agree and record changes to the planned exercises with clients to meet goals and preferences and enable them to maintain progress</p>
<p>5 Understand how to teach and adapt planned exercises</p>	<p>5.1 Explain why a balance of instruction, exercise and discussion is important when instructing clients</p> <p>5.2 Outline the range of approved teaching and motivational styles that can be used and explain how to vary these according to clients' response</p> <p>5.3 Explain the importance of warm-up and the range of warm-up activities that can be used for the activities being taught</p> <p>5.4 Explain how to choose warm-ups appropriate to different clients and conditions</p> <p>5.5 Explain why clients should understand the purpose and value of warm-up</p> <p>5.6 Explain how to provide instructions, demonstrations and explanations clearly and effectively</p> <p>5.7 Describe the correct positions for the exercises being taught</p> <p>5.8 Explain how to adapt exercise positions as appropriate to individual clients and conditions</p> <p>5.9 Explain why it is important to make sure clients understand instructions, demonstrations and explanations and describe how this can be done</p> <p>5.10 Explain the importance of non-verbal communication and the effect of body language</p> <p>5.11 Explain how to adapt communication to meet clients' needs</p>

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	<p>5.12 Explain why it is important to monitor individual progress especially if more than one client is involved</p> <p>5.13 Appraise methods of monitoring clients' progress</p> <p>5.14 Identify when it may be necessary to adapt planned exercises to meet clients' needs and explain how to do so</p> <p>5.15 Explain methods of maintaining clients' motivation especially when they are finding exercises difficult</p> <p>5.16 Explain the importance of correcting techniques and how to adopt appropriate teaching styles to ensure clients apply techniques correctly</p> <p>5.17 Explain how to modify the intensity of exercise to match clients' response to physical activity</p>
6 Be able to teach and adapt planned exercises	<p>6.1 Ensure there is an effective balance of instruction, activity and discussion within the session</p> <p>6.2 Use teaching and motivational styles that are appropriate to clients and accepted good practice</p> <p>6.3 Provide clients with an appropriate warm-up</p> <p>6.4 Make best use of the environment in which clients are exercising</p> <p>6.5 Provide instructions, explanations and demonstrations that are technically correct, safe and effective</p> <p>6.6 Check clients' understanding of instructions, explanations and demonstrations</p> <p>6.7 Adapt verbal and non-verbal communication methods to make sure clients understand what is required</p> <p>6.8 Ensure clients can carry out the exercises safely on their own</p> <p>6.9 Observe and analyse clients' performance, providing positive reinforcement throughout</p> <p>6.10 Correct techniques at appropriate points</p> <p>6.11 Progress or regress exercises according to clients' performance</p>
7 Understand how to bring exercise sessions to an end	<p>7.1 Explain why it is important to allow sufficient time for clients to finish exercising and how the cool-down can be adapted to different levels of client needs and experience</p> <p>7.2 Explain the purpose and value of cool-down activities and how to select these according to the type and intensity of physical exercise and clients needs and condition</p> <p>7.3 Explain why clients should understand the value and purpose of cool-down</p> <p>7.4 Describe why clients should be given the opportunity to ask questions, provide feedback and discuss their performance and explain how to make sure this happens</p> <p>7.5 Describe why clients should be given feedback on their performance and explain how to do this in a way that is accurate but maintains client motivation and commitment</p> <p>7.6 Explain why clients need to see their progress against objectives in terms of their overall goals and programme</p> <p>7.7 Explain why clients need information about future activities,</p>

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	either supervised or unsupervised 7.8 Outline the correct procedures for dealing with equipment and the wider facility once the session is over
8 Be able to bring exercise sessions to an end	8.1 Allow sufficient time for the closing phase of the session 8.2 End the exercises using a cool down that is safe and effective for clients 8.3 Provide clients with positive reinforcement about their performance 8.4 Give clients feedback on the session 8.5 Explain to clients how progress made links to their short, medium and long term goals 8.6 Discuss other possible physical activities with clients 8.7 Leave the environment in a condition suitable for future use

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).

Guidance on assessment and evidence requirements

There must be evidence that a learner has instructed participants in the use of Cardiovascular Machines

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

- Interval
- Fartlek
- Continuous

There must be evidence that a learner has instructed participants in the use of the following types of equipment:

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

Learners must demonstrate correct lifting and passing techniques, including dead lifting the barbell safely from the floor and spotting.

Learners must also show instructing 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

N.B. the number of machines/items of equipment will depend upon the learners plan but the minimum number of training approaches must be adhered to.

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

There must also be evidence that the learner's work has met the requirements listed 'assessment requirements or guidance specified by a sector or regulatory body'. This must include as a minimum:

- Three types of clients
- Two type of resources
- Four types of exercises
- Five types of goals
- Two types of environments

National Occupational Standards (NOS) mapping/signposting

D461 Deliver exercise and physical activity as part of a personal training programme

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.