

<b>Unit Title:</b>	<b>Motivate clients to maintain long term adherence to exercise and physical activity</b>
OCR unit number	5
Sector unit number	PT305
Level:	3
Credit value:	4
Guided learning hours:	15
Unit expiry date:	30/04/2015

## Unit purpose and aim

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This unit covers the knowledge and competence that the learner needs, to motivate clients to maintain long term adherence to exercise and physical activity.

Learning Outcomes	Assessment Criteria
<p><b>The Learner will:</b></p> <p>1 Understand how to establish and maintain an effective relationship with clients</p>	<p><b>The Learner can:</b></p> <p>1.1 Explain how to present a positive image of self and organisation</p> <p>1.2 Explain why the relationship between the instructor and client is important</p> <p>1.3 Describe the type of instructor/client relationship which will assist client progress and adherence to physical activity</p> <p>1.4 Describe the types of personal qualities that instructors need to develop in order to help and support clients</p> <p>1.5 Explain why clients need to understand the instructors role and responsibilities and the roles and responsibilities of other professionals who may be involved</p> <p>1.6 Explain the extent and limitations of own role and responsibility when working with clients</p> <p>1.7 Describe how to select and use a range of communication strategies to communicate with different clients</p> <p>1.8 Explain how to adapt the relationship with the client to take account of changing needs and circumstances</p> <p>1.9 Explain what is meant by a 'professional relationship' between instructor and client</p> <p>1.10 Explain what is meant by 'valuing diversity' in a practical context when working with clients</p> <p>1.11 Describe the types of prejudice and discrimination that individual clients might experience and how to overcome these</p> <p>1.12 Explain what is meant by 'confidentiality' and why it is</p>

Learning Outcomes	Assessment Criteria
	<p>important when working with clients, other staff and professionals</p> <p>1.13 Outline the types of information that may be subject to data protection/confidentiality</p> <p>1.14 Explain how to maintain client confidentiality in line with good practice</p> <p>1.15 Explain how abiding by the Exercise and Fitness Code of Ethical Practice acts to ensure that equality and diversity are reflected during the exercise session</p> <p>1.16 Identify the difference between advising on exercise participation and everyday lifestyle physical activity</p> <p>1.17 Explain how to manage conflict and disagreements with colleagues</p> <p>1.18 Outline procedures to follow in the event of client complaints</p>
<p>2 Be able to establish and maintain an effective relationship with clients</p>	<p>2.1 Present a positive image of self and organisation to clients</p> <p>2.2 Develop an effective working relationship with clients</p> <p>2.3 Clearly define own role and responsibilities to clients and the roles and responsibilities of other professionals who may be involved</p> <p>2.4 Communicate clearly with clients in a way that makes them feel valued</p> <p>2.5 Use instructing styles that match clients' needs</p> <p>2.6 Adapt the relationship with clients to meet their changing needs</p> <p>2.7 Ensure the relationship with clients follows good practice and ethical requirements</p> <p>2.8 Show that diversity and equal opportunities are valued for all clients</p> <p>2.9 Maintain confidentiality requirements</p> <p>2.10 Handle any disagreements and complaints promptly, positively and according to organisational procedures</p>
<p>3 Understand how to work with clients to develop and maintain adherence strategies</p>	<p>3.1 Explain why it is important to develop a relationship with the client based on mutual trust and openness</p> <p>3.2 Explain why it is important for the client to take responsibility for their own fitness and behaviour change</p> <p>3.3 Analyse behavioural psychology and different approaches to behaviour change</p> <p>3.4 Assess different strategies to enable clients to change their behaviour and achieve their goals</p> <p>3.5 Describe the typical goals and expectations that clients have</p> <p>3.6 Describe the types of barriers individual clients may face when undertaking physical activity and achieving their goals</p> <p>3.7 Explain how clients can be helped to overcome these barriers</p> <p>3.8 Describe the types of incentives and rewards that may be appropriate to a range of different clients</p>

Learning Outcomes	Assessment Criteria
	<p>3.9 Explain the possible reasons for the types of exercise preferences that different clients may have</p> <p>3.10 Explain how to assist clients to develop their own adherence strategies</p> <p>3.11 Explain how to monitor and adapt a client's adherence strategy</p> <p>3.12 Describe the communication skills needed to assist clients with motivation including:</p> <ul style="list-style-type: none"> <li>• how to ask open ended questions</li> <li>• active listening skills</li> <li>• methods of gathering personal information</li> <li>• appropriate questioning techniques</li> <li>• interpreting client responses including body language and other forms of behaviour especially when undertaking physical activity</li> <li>• means of summarising gathered information</li> </ul>
<p>4 Be able to work with clients to develop and maintain adherence strategies</p>	<p>4.1 Work with clients to encourage mutual trust, openness and a willingness to take responsibility for their own fitness and behaviour change</p> <p>4.2 Identify the clients' goals for taking part in regular physical activity and readiness to change behaviour</p> <p>4.3 Analyse the clients' lifestyle and identify opportunities for exercise and physical activity and potential barriers</p> <p>4.4 Identify the clients' preferences for exercise</p> <p>4.5 Identify appropriate incentives and rewards for the clients taking part in physical activity</p> <p>4.6 Work with the clients to develop a long term strategy to adhere to exercise and physical activity, building on opportunities, preferences and incentives, and minimising barriers</p> <p>4.7 Monitor the clients' adherence to exercise and physical activity</p> <p>4.8 Provide support to the clients' adherence strategy to achieve long-term behaviour change in line with their goals</p> <p>4.9 Work with the clients to adapt and refine their adherence strategy</p>
<p>5 Understand how to provide ongoing customer service to clients</p>	<p>5.1 Explain the importance of client care both to the client and the organisation</p> <p>5.2 Explain why it is important to deal effectively with client/individual needs</p> <p>5.3 Outline the types of information which clients usually need</p> <p>5.4 Outline how to respond to requests according to the organisations procedures</p> <p>5.5 Identify where to source relevant information to meet client needs</p> <p>5.6 Explain what types of issues may need to be referred to another professional, when to refer them and who this professional may be in different situations</p>

Learning Outcomes	Assessment Criteria
	5.7 Explain the importance of dealing with any delay with clients and describe how to do so effectively
6 Be able to provide ongoing customer service to clients	6.1 Engage with clients during exercise 6.2 Respond positively to clients 6.3 Gather as much information as possible about clients' needs and expectations 6.4 Listen to and ask the clients' questions to check own understanding 6.5 Discuss with the clients different ways of meeting their needs and expectations 6.6 Always try to meet clients' needs and expectations to the best of own ability and in line with accepted good practice 6.7 If clients' needs and expectations are beyond own level of competence, consult another professional 6.8 Provide the clients with clear information and advice when they need it 6.9 Find out how well identified solutions work and provide alternative guidance if necessary 6.10 Handle client complaints positively and following agreed procedures

## Assessment

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

## Evidence requirements

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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

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There must also be evidence that the learner's work has included as a minimum:

- Four types of clients

## Simulation

Simulation is allowed for 3.10, 7.7 and 7.10, 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.

## National Occupational Standards (NOS) mapping/signposting

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C317 Motivate clients to maintain long term adherence to exercise and physical activity

**NOS can viewed on the relevant Sector Skills Council's website or the Occupational standards directory at [www.ukstandards.co.uk](http://www.ukstandards.co.uk).**

## Functional skills signposting

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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

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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

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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](http://www.ocr.org.uk) .