

# YMCA Level 3 Diploma in Personal Training (Practitioner) (603/2438/7)

## Syllabus



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# YMCA Level 3 Diploma in Personal Training (Practitioner) (603/2438/7)

## Syllabus

Qualification number: 603/2438/7

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# Introduction

## Qualification aim

This qualification is suitable for learners holding a Level 2 qualification in Gym Instructing or equivalent who wish to progress to a career as a professional Personal Trainer on an employed or self-employed basis.

## Qualification structure

This qualification is made up of 6 mandatory units:

Unit reference number	Unit title	Level	Credit
A/616/4747	Applied Anatomy and Physiology	3	5
J/616/4749	Promoting wellness through client motivation and interaction	3	5
F/616/4751	Bespoke exercise programme design	4	8
J/616/4752	Customised exercise programme instruction and communication techniques	4	9
L/616/4753	Nutrition to support physical activity	3	5
Y/616/4755	Business acumen for a successful Personal Training Practice	3	5

The total credit value for this qualification is 37.

The total qualification time (TQT) for this qualification is 367.

The total guided learning hours (GLH) for this qualification are 229.

### Total Qualification Time (TQT)

This is an estimate of the total amount of time, measured in hours that a learner would reasonably need to be able to show the level of achievement necessary for the award of a qualification.

Total Qualification Time is made up of the following two elements:

- The number of hours which an awarding organisation has assigned to a qualification for Guided Learning (see below)
- An estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

## Guided Learning Hours (GLH)

This is:

- face-to-face delivery (learning delivered by a lecturer, supervisor, tutor or other appropriate member of the training team)
- eLearning with a lecturer, teacher or tutor present/available in real-time (the co-presence of learner and tutor can be either remote or in the same physical place)
- invigilated assessment (external tests sat under controlled or open-book conditions)
- internal assessment carried out by the learner with a lecturer, teacher or tutor present/available in real-time (the co-presence of learner and tutor can be either remote or in the same physical place)

This is not:

unsupervised learning such as:

- eLearning that the learner carries out unsupervised and with no real-time support from a lecturer, teacher or tutor
- assessment internally carried out by the learner without a lecturer, teacher or tutor present/available in real-time (for example, completing a Learner Assessment Record (LAR) at home)
- any additional further study, revision and training activities that the learner does unsupervised to support their learning

## Pre-requisites

Learners must hold a YMCA Level 2 Certificate in Fitness Instructing (in the context of gym-based exercise) or Gym Instructing or equivalent prior to commencing the YMCA Level 3 Diploma in Personal Training.

## Tutor and assessor requirements

See specification for staffing requirements.

## Syllabus information and supporting resources

This syllabus has been created to reflect the knowledge, understanding and skills of the YMCA Level 3 Diploma in Personal Training.

This syllabus details the 6 units, learning outcomes and assessment criteria that make up this qualification, together with the relevant assessment strategies and evidence requirements.

This syllabus does not include the assessment paperwork; this is included in the Learner Assessment Record (LAR), described below.

## Learner Assessment Record (LAR)

This document is used by the learner and assessor to record evidence and assessment decisions. It includes all the assessment paperwork for the 6 units.

The LAR is available to approved centres to download from the YMCA Awards website, or it can be bought in hard copy.

To order resources that support this qualification, email [awards.resources@ymca.co.uk](mailto:awards.resources@ymca.co.uk).

## Synoptic assessment

Synoptic assessment is a form of assessment which is designed to:

- evaluate the learner's understanding of connections between different elements of a subject through a combined assessment
- provide the tutor with the opportunity to adopt a holistic approach to delivery
- increase the level of learner engagement by giving relevance to topics

The Personal Trainer Showcase (Assessment element 3) within this qualification is a synoptic assessment as it contains tasks relating to learning outcomes and assessment criteria which are found in all of the following units:

- Unit 2 Promoting wellness through client motivation and interaction
- Unit 3 Bespoke exercise programme design
- Unit 4 Customised exercise programme instruction and communication techniques
- Unit 5 Business acumen for a successful Personal Training Practice
- Unit 6 Nutrition to support physical activity

See Appendices for details.

## Combined assessment

Unlike synoptic assessment, this is simply when assessment criteria for different subjects are included within the same assessment documentation.

In this qualification there are the following combined assessments:

- MCT paper (Assessment element 1) containing questions relating to
  - Unit 1 Applied Anatomy and Physiology
  - Unit 5 Nutrition to support physical activity
- Y-Mark/Worksheet (Assessment element 2) containing questions relating to
  - Unit 1 Applied Anatomy and Physiology
  - Unit 2 Promoting wellness through client motivation and interaction
  - Unit 3 Bespoke exercise programme design
  - Unit 4 Customised exercise programme instruction and communication techniques
  - Unit 5 Nutrition to support physical activity

- Unit 6 Business acumen for Personal Trainers

See Appendices for details

### Units explained

Units are the building blocks of some qualifications and can include the following:

#### Learning outcomes

These outcomes set out what a learner is expected to know, understand or be able to perform as the result of their learning. They are described in this Syllabus as ‘The learner will...’

#### Assessment criteria

These specify the standard a learner is expected to meet to show that the learning outcomes of that unit have been achieved. They are described in this Syllabus as ‘The learner can...’

# Applied anatomy and physiology (A/616/4747)

## Unit aim

This unit covers essential Anatomy and Physiology knowledge a Personal Trainer requires for application to exercise programming and design for a range of clients.

## Unit content

The learner will:

### 1. Understand optimal posture, causes of postural deviations and spinal conditions and the impact of exercise

The learner can:

#### 1.1 Define 'Optimal Posture'

- Posture whereby the body can carry its weight and that of gravity with minimal muscular effort and limited joint compression and shearing forces through the body.

#### 1.2 Identify the causes of postural deviations

- birth defects:
  - achondroplasia (Lordosis)
  - congenital kyphosis
  - spina bifida (kyphosis)
- environmental/lifestyle factors:
  - poor posture
  - poor diet
  - poor/unsuitable footwear
  - uneven carrying of load
  - pregnancy
  - obesity
  - osteoporosis
  - overuse of muscles leading to imbalance
  - underuse of muscles leading to imbalance

- compensatory patterns due to injury/poor technique

### **1.3 Identify the structure and function of the stabilising ligaments and muscles of the spine:**

- ligamentum flavum, anterior longitudinal ligament (ALL), and posterior longitudinal ligament (PLL), interspinous ligament, supraspinous ligament, thoracolumbar fascia (TLF)
- quadratus lumborum, multifidus, erector spinae, transverse abdominis, pelvic floor, internal and external oblique's, diaphragm

### **1.4 Identify the structure and function of core and pelvic floor muscles:**

- Core made up of external obliques, internal obliques, rectus abdominus and transverse abdominus.
- functions of the core include:
  - contain and protects the internal organs
  - ensure greater mobility of the spine and trunk
  - stabilise the top part of the body over the bottom part
  - control the pelvic-lumbar relationship
- The pelvic floor is a double-layered (deep and part-superficial layer) broad sling of muscle from the pubic bone at the front to the base of the spine at the back of the pelvis, comprising the coccygeus and the levator ani. It consists of both fast and slow- twitch muscle tissue.
- functions of the pelvic floor include:
  - stability of the pelvic girdle
  - support for the organs of the pelvis and abdominal contents, as well as for the foetus when pregnant
  - continence control of urine and faeces
  - reflex activity to counteract changes in abdominal pressure (ie, coughing, sneezing, nose blowing, vomiting and forced expiration)

### **1.5 Differentiate between local (deep) and global (superficial) muscles that support posture**

- local (deep) muscles are located close to the spine and are recruited prior to gross movement to prevent unwanted movement
- global (superficial) muscles either prevent or produce a specific joint action

### **1.6 Explain 'local' core muscular changes that can occur due to poor postural awareness and stability**

- muscle weakness leading to over compensation of other muscles – synergistic dominance
- permanent shortening of overactive muscles

### **1.7 Identify the potential medical conditions and spinal disorders that can occur as a result of postural deviations**

- herniated disc
- facet joint problems
- scoliosis
- stenosis
- arthritis/osteoarthritis
- ankylosing Spondylitis
- spondylolisthesis

### **1.8 Describe the impact of core stabilisation exercise on posture and the potential for injury/aggravation of problems**

- greater coordinated movement – neuromuscular efficiency
- improved balance – particularly for the elderly
- traditional strength programmes can further develop postural deviations

### **1.9 Clarify when stretching and strengthening protocols should be used to improve postural deviations**

- excessive (hyper) Kyphosis
  - stretching of the pectoralis major and upper trapezius; strengthening of the lower trapezius
- excessive (hyper) Lordosis
  - stretching of the hip flexor muscles and the erector spinae and quadratus lumborum; strengthening of the hamstrings and gluteus maximus (in isolation where possible) , core stabilisers (TVA in particular) and rectus abdominus
- scoliosis
  - unilateral training and stretching protocols being conscious to not strengthen one side more than another.
- swayback
  - shorten hip flexors. Encourage 'plumb line' posture bringing hips back to midline. Note this posture tends to be habitual and there's not a great deal of muscular imbalance.
- flat-back
  - strengthen lumbar spine through full range extension. Potentially strengthen hip flexors if there is posterior pelvic tilt present. Encourage 'plumb-line' posture. Associated with incorrect movement patterns – particularly in bending or lifting. Can occur after disc injuries.

The learner will:

## 2. Understand the structure and function of the musculoskeletal system

The learner can:

### 2.1 Identify the anatomical terms of location

- medial and lateral
- anterior and posterior
- superior and inferior
- proximal and distal
- unilateral and bilateral
- contralateral and ipsilateral

### 2.2 Recognise the anatomical planes of motion for joint actions and associated exercises.

- frontal
- sagittal
- transverse

### 2.3 Describe the classification of levers and their effect on joints/joint action, to include:

- first class levers
- second class levers
- third class levers
  - A first-class lever has the axis located between the weight (resistance) and the force.
  - A second-class lever has the weight (resistance) located between the axis and the force eg, lower leg when someone stands with toes plantar flexed. The axis is formed by the metatarsophalangeal joints in the foot, the resistance is the weight of the body, and the force is applied to the calcaneus bone (heel) by the gastrocnemius and soleus muscles through the Achilles tendon.
  - A third-class lever is the most common in the human body and is where force is applied between the resistance (weight) and the axis. A biceps curl is an example.

### 2.4 Demonstrate knowledge of anterior skeletal muscles and the joints they cross

- to include location and actions of the following:
  - serratus anterior, pectoralis minor, pectoralis major, subscapularis
  - biceps brachii, brachialis, brachioradialis
  - rectus abdominis, transverse abdominis, External and internal obliques
  - iliacus, psoas major, Sartorius, tensor fascia latae

- quadriceps group: Rectus femoris, vastus lateralis, vastus intermedius, vastus medialis
- adductor group: Adductor magnus, brevis and longus; pectineus, gracilis
- tibialis anterior
- knowledge of joints crossed for the above muscles/muscle groups

## 2.5 Demonstrate knowledge of posterior skeletal muscles and the joints they cross

- to include location and actions of the following:
  - trapezius, rhomboids, levator scapulae, deltoids, latissimus dorsi, teres minor, infraspinatus, supraspinatus
  - triceps brachii
  - iliocostalis group, longissimus group, spinalis, quadratum lumborum, multifidus
  - glute muscles: maximus, medius and minimus, piriformis
  - hamstrings group: Biceps femoris, semimembranosus, semitendinosus
  - gastrocnemius, soleus
- knowledge of joints crossed for the above muscles/muscle groups

The learner will:

## 3. Understand the effects of exercise on the musculoskeletal system and disease processes

The learner can:

### 3.1 Explain the short and long-term effects of exercise on the musculoskeletal system

- short term
  - muscle temperature and overall core body temperature increase
  - levels of lactic acid in the blood rise, causing a burning or aching sensation in the muscles
  - joints become more mobile due to increased flow and viscosity of the synovial fluid
- long term
  - increase in muscle strength
    - joints become more stable
  - increase in the number and size of mitochondria in muscles
    - muscles capable of utilising more oxygen and fat at any given time

### 3.2 Explain what is meant by the term 'Delayed Onset of Muscular Soreness' (DOMS)

- Delayed onset of muscle soreness (DOMS) describes muscle pain, soreness or stiffness that is felt 12–72 hours after exercise and involves protein degradation and ultrastructural changes.

- likely causes include:
  - beginning a new exercise programme
  - a change in sports activities
  - an increase in the duration or intensity of exercise or activity
  - activities which include an eccentric training component

### **3.3 Compare the effects of different types of exercise on the prevention and treatment of:**

- Osteoporosis
- Osteoarthritis
  - prevention: weight-bearing exercises such as running and gymnastics and the exercises listed for treatment below, as opposed to weight bearing such as swimming.
  - treatment: Walking, hiking, dancing, aerobics

The learner will:

## **4. Understand the structure and function of the Cardio-respiratory system**

The learner can:

### **4.1 Describe Coronary circulation**

- coronary circulation, part of the systemic circulatory system that supplies oxygenated blood to and provides drainage from the tissues of the heart, to include:
  - right coronary artery
  - left circumflex artery
  - left anterior descending artery

### **4.2 Describe the effect of disease processes on the structure and functions of blood vessels**

- Arteriosclerosis
- Atherosclerosis

### **4.3 Identify blood pressure classifications and associated risks**

- Hypotension: 90/60
- Normal: 120/80
- Pre-high blood pressure: 120-140/80-90
- Hypertension: 140/90

### **4.4 Explain the following terms:**

- Cardiac cycle: the sequence of events that occurs when the heart beats. This has two phases: Diastole and systole.

- Stroke volume: the amount of blood pumped from the heart in a single beat.
- Cardiac output: the amount of blood pumped from the heart over a minute.

#### 4.5 Identify the short and long term effects of exercise on the cardio-respiratory system

- short-term
  - Increased breathing rate, increased tidal volume, increased efficiency of gaseous exchange; increased heart rate, stroke volume and cardiac output; vasodilation of blood vessels to the muscles, vasoconstriction of blood vessels to the internal organs
- long-term
  - Resting heart rate decreases, post-exercise recovery increases, stroke volume increases, increased blood volume, increased red blood cell count, increased capillarisation, decreased breathing rate, increased tidal volume, increased vital capacity

The learner will:

### 5. Know the structure and function of the Nervous system and the effect of exercise on neuromuscular connections

The learner can:

#### 5.1 Describe the specific roles and functions of:

- Central nervous system (CNS): the central nervous system is made up of the brain and spinal cord. The brain is responsible for interpretation of messages and the spinal cord is responsible for the transfer of messages in and out of the CNS and spinal reflexes
- Peripheral nervous system (PNS) including Somatic and Autonomic Nervous system: All of the incoming nerves which send incoming information to the CNS and outgoing nerves sending out a response from the CNS. The PNS is split into two branches: Somatic (voluntary) and autonomic (not under conscious control).

#### 5.2 Describe the process of muscle contraction, to include:

- transmission of a nervous impulse:
  - nerve cell structure
  - neurotransmitters
  - sodium potassium pump
- process of motor unit recruitment and muscle fibre innervation, to include:
  - 'All or none' response
  - muscle fibre types and differing thresholds
  - structure of a motor unit

#### 5.3 Identify the structure and function of proprioceptors, to include:

- muscle spindles
- golgi Tendon Organs

#### 5.4 Describe how exercise can enhance neuromuscular connections and improve motor fitness

- strengthening of existing connections and development of new connections
- improved synchronisation of motor recruitment to achieve stronger muscular contraction
- improved balance due to improved efficiency of proprioceptors
- improved speed due to increased frequency and strength of nervous impulses
- improved agility due to improved speed and frequency of signal and neural connections

#### 5.5 Determine how plyometric exercise can utilise the stretch shortening cycle

- stretch reflex and reverse stretch reflex
- three phases of plyometric movements: eccentric (stretch), amortisation (resting – elastic energy wastage) and concentric (shortening)
- primary purpose: Enhanced power output during the concentric phase when compared to isolated concentric contractions

The learner will:

### 6. Know the structure and function of the Endocrine system

The learner can:

#### 6.1 Describe the structure of the endocrine system

Comprises a number of glands that produce and secrete hormones

- Hypothalamus (the ‘master gland’)
- Controls most of the other endocrine glands in the body

Gland	Hormone (to include)	Action/role (to include)
Thyroid	Thyroxine	To regulate metabolism of all cells and tissues in the body
Parathyroid	Parathyroid hormone (PTH)	To control calcium levels within the blood
Pituitary	Human growth hormone (HGH)	To regulate body composition, body fluids, muscle and bone growth
Pineal	Melatonin	To help maintain normal sleep patterns

Adrenal	Epinephrine (adrenaline) Norepinephrine  Cortisol	Initiates sympathetic responses to stress  Regulates conversion of fats, proteins and carbohydrates to energy
Pancreas	Insulin  Glucagon	Helps cells to take in glucose to be used for energy (ie, lowers blood sugar levels) Signals cells to release glucose into the blood (ie, raises blood sugar levels)
Ovaries	Oestrogen Progesterone	Female 'characteristics' Breast development Menstrual cycle/egg production Promote fat storage
Testes	Testosterone	Male 'characteristics' Increased muscle, bone mass, and the growth of body hair

## 6.2 Identify major glands in the endocrine system

See above.

## 6.3 Identify the function of key hormones in the body secreted by endocrine glands

- Human growth hormone
- Adrenaline and noradrenaline
- Corticosteroids
- Thyroxine
- Parathyroid hormone
- Insulin
- Glucagon
- Oestrogen and progesterone
- Testosterone

## 6.4 Describe hormonal responses to training and overtraining

- increases in testosterone and human growth hormone post resistance training
- improved insulin sensitivity
- increases in Insulin growth factor-1
- greater glucagon production
- impaired adrenal and growth hormone responses during overtraining

The learner will:

## 7. Know the classifications of energy systems and how they are utilised during exercise

The learner can:

### 7.1 Identify which energy systems are used according to type, duration and intensity of exercise and how they may interact

- Phosphocreatine system (up to 30 seconds)
- Anaerobic glycolysis (Lactic acid system) (up to 3 minutes)
- Aerobic system (ongoing)

See below

### 7.2 Explain how the by-products of the three energy systems can affect performance

- Phosphocreatine system: Combined, the ATP-PC system can sustain all-out exercise for bursts. During this time that the potential rate for power output is at it's greatest. It does, however require an extended recovery time to replenish (2 plus minutes)
- Anaerobic glycolysis: Lactic acid production allows for high intensity activity to be prolonged but produces a painful sensation resulting in a physiological need to slow down. The contribution of the anaerobic glycolytic system (Lactic acid system) increases after the initial ten seconds of intense exercise and phosphates from the ATP and PC begin to run out. At around 30 seconds of sustained activity energy comes from the anaerobic glycolytic system
- Aerobic system: Exercise beyond 45 seconds to 1 minute has a growing reliance on the aerobic energy system. The by-product of carbon dioxide does not hinder activity, however the Aerobic system is the slowest system to 'kick in' to provide energy

### 7.3 Explain the effect of different types of training on the production of fuel for exercise

- Phosphocreatine system: Examples of exercise that train this system include maximal effort short-duration exercise such as:
  - lifting the heaviest weight possible for one or two repetitions (power lifting)
  - sprinting as fast as you can for 50-100 metres with 2-3 minute recovery intervals
- Anaerobic glycolysis: Examples of exercise that train this system include prolonged, repeated bouts of high intensity activities appropriate recovery such as:
  - resistance training -3 sets of 10 repetitions of any resistance exercise performed relatively slowly (5 seconds per rep) with up to 3 minutes rest between sets (1:3 ratio)
  - gym circuit class with 45 seconds on each station and 15 seconds rest to move to the next station
  - sprint repeats – 10 repetitions of 30 second sprints as fast as possible with 15 seconds recovery between each sprint (2:1 ratio)

- Aerobic system: Examples of exercise that train this system include longer duration activities at lower levels of intensity below the anaerobic threshold such as:
  - run of two minutes at mod/high intensity, followed by two minutes at low intensity (active recovery) repeated for 30 minutes
  - 30 minutes (or more) of low/moderate intensity activity such as cycling, swimming or jogging without change in intensity.

# Assessment specification

## Applied anatomy and physiology (A/616/4747)

### Assessment element 1: Multiple choice theory paper (section 1 only)

This assessment element is a combined assessment which is used to assess the recall knowledge (ie. that which is required to be remembered) for the following two units:

- Applied anatomy and physiology (A/616/4747)
- Nutrition to support physical activity (L/616/4753)

It is an externally set multiple choice theory paper comprising 2 sections and the total time allocated is 40 mins.

Each question is worth 1 mark and each section is marked individually.

- **Section 1 of the paper comprises 20 questions which relate to the syllabus for this unit** (Applied anatomy and physiology A/616/4747)

The learner must achieve a minimum of 14 marks (70%) to pass this section

(If the learner only needs to resit this section of the MCT paper, then the time allocation is 25mins)

- **Section 2 of the paper comprises 10 questions which relate to the syllabus for unit 5** (Nutrition to support physical activity L/616/4753). – See elsewhere in this document for further details.

Tutor note: Guidance relating to theory paper assessment can be found on the YMCA website. Samples of theory paper questions are also available via the YMCA website

### Assessment element 2: Assessment workbook (section 1 only)

This is a combined assessment element which covers learning outcomes for more than one unit.

There are six sections to this assessment workbook. **This refers to Section 1 only**

- **Section 1 contains the research knowledge required by the learner for this unit** (Applied anatomy and physiology - A/616/4747)
- **Section 2 covers research knowledge required by the learner for Unit 2** (Promoting wellness through client motivation and interaction J/616/4749)
- **Section 3 covers research knowledge required by the learner for Unit 3** (Bespoke exercise programme design - F/616/4751)
- **Section 4 covers research knowledge required by the learner for Unit 4** (Customised exercise programme instruction and communication techniques - J/616/4752)

- **Section 5 covers research knowledge required by the learner for Unit 5** (Nutrition to support physical activity - L/616/4753)
- **Section 6 covers research knowledge required by the learner for Unit 6** (Business acumen for Personal Trainers - Y/616/4755)

The centre may choose to either use an externally supplied Y-mark self-marking digital assessment workbook or an externally supplied internally marked worksheet (download and print - centre marks or Y-Mark auto marking). This is an open-book assessment. Both formats require a 100% pass mark.

Access to the Y-Mark assessment workbooks (print or digital versions) can be found on the YMCA Awards website and logging into the Centre Home page in the resource section (and clicking on assessment materials) here: <http://www.ymcaawards.co.uk/centre-resources/y-mark-digital-workbooks>.

# Promoting wellness through client motivation and interaction (J/616/4749)

## Unit aim

This unit aims to provide the fitness professional with sufficient knowledge and understanding of commonly occurring medically controlled diseases and health conditions, to enable them to effectively provide appropriate information advice and support to their clients through effective interaction.

## Unit content

The learner will:

### 1. Understand components of a healthy lifestyle and factors that affect health and wellbeing

The learner can:

#### 1.1 Define health:

- Health is a state of complete physical, mental and social well-being, not merely the absence of disease or infirmity (World Health Organisation, 1946).

#### 1.2 Identify lifestyle factors that affect health and wellbeing

- Having total fitness which includes: physical, mental, emotional, social, spiritual, and medical
  - physical fitness
  - general activity levels
  - sleep and rest
  - stressors
  - social relationships
  - lifestyle habits eg, smoking, food and drink consumption, substance abuse

#### 1.3 Summarise the implications of short and long term exercise on health and well being

- Valsalva manoeuvre/effect
- reduced risk of coronary heart disease
- decreased risk of some cancers

- normalising of blood pressure
- reduction in high levels of cholesterol and improved high density lipoprotein and low density lipoprotein ratios
- better bone density
- reduced risk of Type 2 diabetes
- improved weight control
- improved self-esteem and mental health

The learner will:

## 2. Understand psychological factors that can influence change to an individual's lifestyle

The learner can:

### 2.1 Describe psychological factors that could affect willingness to change to a healthy lifestyle

- lack of self-confidence
- feeling self-conscious
- previous negative experiences
- fear of failure
- a lack of understanding as to the benefits
- uncomfortable stepping outside of one's comfort zone
- false perception of adopting such a lifestyle

### 2.2 Identify strategies that can positively affect a client's willingness to change to a healthy lifestyle:

- education – the benefits, the levels of commitment
- start by implementing threatening lifestyle changes eg, walk to the shops as opposed to immediately signing up to a gym
- create a support network
- incentivise or reward positive changes
- implement SMART goal setting

The learner will:

### 3. Understand a range of health conditions and medically controlled diseases

The learner can:

#### 3.1 Identify a range of medically controlled conditions that have an effect on lifestyle and wellbeing

- arthritis
- asthma
- diabetes
- heart disease
- high blood pressure
- obesity
- stroke

#### 3.2 Identify the symptoms of specific medically controlled conditions

- nutrition
- smoking
- stress
- inactivity
- hereditary
- age

#### 3.3 Differentiate between causes of specific medically controlled conditions Arthritis

- age
- gender
- genetics
- overweight or obesity
- joint injuries
- occupations

#### Asthma

- hereditary
- allergies

### Diabetes

- hereditary
- overweight
- age
- ethnicity

### Heart disease, High blood pressure, stroke

- hereditary
- overweight
- age
- ethnicity
- smoking
- stress

### Obesity

- poor diet
- inactivity

## **3.4 Identify the risks and benefits of exercise for those with specific medically controlled conditions**

### Benefits to include:

- reduced risk of coronary heart disease
- decreased risk of some cancers
- normalising of blood pressure
- reduction in high levels of cholesterol and improved high density lipoprotein and low density lipoprotein ratios
- improved bone density
- reduced risk of Type 2 diabetes
- improved weight control
- improved self-esteem and mental health

### Risks to include:

- high intensity activities (cardiorespiratory system and bones and joints)
- increased risk of injury

## **3.5 Identify the exercise guidelines for those with specific medically controlled conditions**

Refer to the most up-to-date:

- ACSM guidelines
- Chief Medical Officer's report

### **3.6 Describe professional boundaries when working with clients with specific medically controlled diseases**

- ensure permission from a medical professional has been granted
- work within own boundary of expertise
- refer to other relevant professionals if required, ensuring adherence to the Data Protection Act and client confidentiality

The learner will:

## **4. Know evidence based pre-exercise health screening methods**

The learner can:

### **4.1 Demonstrate methods of pre-exercise health screening**

- Physical Activity questionnaire (PAR-Q)
- interview
- informed consent

### **4.2 Identify why it is important to gain informed consent prior to consultation with a client**

- To prove that the client intentionally engaged in the exercise program after full disclosure and examination of risks associated with exercise participation.

### **4.3 Identify the principles of recognised client risk stratification tools**

- used to determine the health risk status of a client
- point system which will result in either a low, moderate or high risk outcome

### **4.4 Describe the factors that would indicate when a client is at low, medium or high risk of an adverse effect during or after exercise, including absolute contraindications**

- positive risk factors include:
  - age (45 for men, 55 for women)
  - family history of CHD
  - smoking
  - hypertension
  - high LDL cholesterol
  - diabetes

- obesity
- sedentary lifestyle.
- less than 2 is low risk; moderate risk is more than 2; high risk is for known heart problems including hypertension

#### **4.5 Identify when it would be appropriate to refer a client to exercise or other medical professionals**

- when support outside a trainer's level of expertise is required
- when a specialised programme is required as a result of a positive PAR-Q response

#### **4.6 Demonstrate professionalism and communication skills when offering advice or referring clients**

#### **4.7 Identify the legislative requirements when working with, or referring, clients**

- Data protection Act 1984
- always seek permission of the client prior to sharing any information

The learner will:

### **5. Understand a range of theories/approaches that can motivate positive behaviour change**

The learner can:

#### **5.1 Describe motivational theories/approaches that can assist clients in making positive changes to their lifestyle**

- Theory of reasoned action (Ajzen and Fishbein, 1975)
- Theory of planned behaviours (Ajzen, 1988)
- The health belief model (Rosenstock, 1966)
- Health locus of control (Wallston, Wallston, Kaplan and Maides, 1976)
- Social cognitive theory (Bandura, 1977)
- Trans theoretical model (Prochaska and DiClemente, 1983)

#### **5.2 Identify a client's readiness to change**

- pre-contemplation
- contemplation
- preparation
- action
- maintenance

### 5.3 Demonstrate appropriate communication techniques for gaining client information

- written
- verbal

### 5.4 Identify appropriate strategies for intervention at each stage of change when required

#### Pre-contemplation

- establish rapport and build trust
- explore the pros and cons of maintaining current lifestyle
- explore the meaning of the actions the client undertakes

#### Contemplation

- start to change the extrinsic motivations to intrinsic ones
- elicit self-motivational statements of intent and commitment from the client
- provoke ideas regarding the client's perceived self-efficacy and expectations regarding treatment

#### Preparation

- offer a menu of options for change or treatment.
- help the client enlist social support
- prompt from the client what has worked in the past either for him or others who he knows

#### Action

- support a realistic view of change through small steps
- assist the clients in finding new re-inforcers of positive change
- acknowledge difficulties for the client in early stages of change

#### Maintenance

- affirm the client's resolve and self-efficacy
- maintain supportive contact
- review long-term goals with the client

The learner will:

## 6. Understand how to professionally interact with clients and relevant professionals

The learner can:

### 6.1 Identify when it is important to adapt communication style to assist in motivating a client to improve health and wellbeing

- individual preferences
- communication will differ dependant on stages of change (See 5.4)
- the stage of empowerment to change (Dependant, interdependent, independent) will each require different communication styles

### 6.2 Explain the importance of a professional relationship with the client

- building of trust
- positive experience
- maintaining boundaries
- greater potential for adherence

### 6.3 Demonstrate different communication styles and techniques that can be used with a client to:

- introduce yourself
- build rapport

### 6.4 Demonstrate use of communication techniques to motivate the client towards improving health and well-being during a consultation to include:

- active listening
- affirmations/language
- summaries
- reflective statements
- adaptation of style to suit the client

The learner will:

## **7. Know how to seek evidence-based/reputable health and wellbeing advice**

The learner can:

### **7.1 Identify sources of reputable health and wellbeing advice and information for clients**

- American College of Sport Medicine
- Register of Exercise Professionals
- NHS.uk
- Health.org.uk
- Chartered Institute for the Management of Sport and Physical Activity's (CIMSPA)
- UK active

### **7.2 Summarise the Evidence-based health benefits of physical activity**

See 1.3.

### **7.3 Present evidence based health benefits of physical activity to promote health and well being**

See 1.3.

# Assessment specification

## Promoting wellness through client motivation and interaction (J/616/4749)

### Assessment element 2: Assessment workbook (section 2 only)

This is a combined assessment element which covers learning outcomes for more than one unit.

There are six sections to this assessment workbook. **This refers to Section 2 only.**

- **Section 1 contains the research knowledge required by the learner for unit 1** (Applied anatomy and physiology -A/616/4747)
- **Section 2 covers research knowledge required by the learner for unit 2** (Promoting wellness through client motivation and interaction J/616/4749)
- **Section 3 covers research knowledge required by the learner for unit 3** (Bespoke exercise programme design (F/616/4751)
- **Section 4 covers research knowledge required by the learner for unit 4** (Customised exercise programme instruction and communication techniques J/616/4752)
- **Section 5 covers research knowledge required by the learner for unit 5** (Nutrition to support physical activity L/616/4753)
- **Section 6 covers research knowledge required by the learner for unit 6** (Business acumen for Personal Trainers Y/616/4755).

The centre may choose to either use an externally supplied Y-mark self-marking digital assessment workbook or an externally supplied internally marked worksheet (download and print - centre marks or Y-Mark auto marking). This is an open-book assessment. Both formats require a 100% pass mark.

Access to the Y-Mark assessment workbooks (print or digital versions) can be found on the YMCA Awards website and logging into the Centre Home page in the resource section (and clicking on assessment materials) here: <http://www.ymcaawards.co.uk/centre-resources/y-mark-digital-workbooks>

### Assessment element 3: Personal Training showcase

#### Important note

This is a synoptic assessment element which is used to assess criteria which can be found across the following units:

- Promoting wellness through client motivation and interaction
- Bespoke exercise programme design
- Customised exercise programme instruction and communication techniques
- Business acumen for a successful Personal Training Practice
- Nutrition to support physical activity

Tasks within this assessment element which relate specifically to this unit:

- Task 1 (consultation)

The learner is required to conduct a face to face consultation with their client during which time they must obtain sufficient subjective and objective information to plan a 12 week programme.

- Observation of consultation
- Written tasks (completion of Lifestyle assessment and client profile)
- Knowledge questions (if required).

**This must be seen by the assessor, however video is permissible**

For full details see:

- appendix B – Personal Training portfolio guidance
- assessor and Learner guidance contained in the Learner Assessment Record.

# Bespoke exercise programme design (F/616/4751)

## Unit aim

This unit aims to develop knowledge and skills required of a Personal Trainer in order to be able to design a health and fitness programme suitable to a client's specific goals and level of fitness.

## Unit content

The learner will:

### 1. Understand how to screen clients prior to a personal training programme

The learner can:

#### 1.1 Describe environmental and other factors to consider prior to conducting a one to one consultation with a client

- client confidentiality
- age and potential chaperone requirements
- client comfort
- client readiness for change
- intimidating environment
- reduce barriers to communication (noise, body positioning, external distractions).

#### 1.2 Summarise the purpose and benefits of using a lifestyle questionnaire, PAR-Q and a health commitment statement

##### PAR-Q

Medical information which helps to determine the risk of exercising to a client. It's to be used prior to the start of the programme to identify if the client may need special attention or referring to their GP

##### Lifestyle questionnaire

Information which allows a greater insight into the current habits of a client and will allow for a more client-centred strategic plan to increase exercise adherence

##### Health commitment statement

Sets the standards that health and fitness centres and users can reasonably expect from each other with regards to the health of the user.

### 1.3 Analyse information collected from the client in order to identify client needs and goals

The learner will:

## 2. Understand how to select and implement client assessments

The learner can:

### 2.1 Identify the client information that should be collected when designing a personal training programme

To include:

- current training and lifestyle commitments
- previous training history
- goals
- access and availability
- timeframe
- likes/dislikes
- injury history
- information related to previous exercise experience eg, reasons for previously stopping
- preferred communication styles
- motivation levels
- stage of change.

### 2.2 Explain what to consider when selecting the most appropriate methods of collecting information according to client's needs

- validity
- accuracy
- reliability
- time
- equipment
- cost.

### 2.3 Explain the factors that may influence validity, reliability and objectivity of assessment

- the cost and quality of equipment or assessment protocols
- experience of the instructor
- environmental factors (weather, noise, temperature, stress levels, diet, clothing)

- client's lifestyle
- client's health.

## **2.4 Explain the legal and ethical implications of collecting client information, including confidentiality**

- duty of care
- confidentiality and Data protection act
- sensitivity in reporting back results and findings to the client
- practice only in areas of one's own expertise
- seek doctor's advice if required, with the permission of a client

The learner will:

## **3. Understand methods of static and dynamic fitness assessment**

The learner can:

### **3.1 Identify the main static and dynamic fitness assessments/measurements that can inform programme design and are suitable for their clients**

- blood pressure (electrical and manual)
- body fat measurement (bioelectrical impedance and skinfold callipers)
- body mass index (height and weight)
- waist to hip measurements
- muscular strength and endurance (repetition maximums, bodyweight tests eg, press ups, squats, lunges, plank, side plank, abdominal crunches)
- range of movement tests (sit and reach test, hamstring, shoulder flexibility, knee to wall test)
- postural analysis (see 4.4)
- cardiovascular tests (cooper run, machine-based time tests eg, cycle/row a set distance as quick as possible, Rockport walk)
- balance tests (standing balance test).

### **3.2 Explain the importance of protocols for fitness assessments/measurements**

- repeatable
- reliable
- valid
- accuracy.

### **3.3 Analyse information gained from static and dynamic assessments to inform programme design**

Each factor to be individually analysed (Excellent, Good, Needs improvement, Needs significant improvement). All aspects that are not 'Excellent' should have specific training outcomes to improve these areas.

The learner will:

## **4. Understand methods of postural assessment**

The learner can:

### **4.1 Explain how an analysis of posture could inform programme design**

- postural dysfunction creates restriction, imbalances, misalignment and therefore has a compounding effect on both the efficiency of movement and the aesthetic representation of the body.
- analysis of posture will influence:
  - exercise selection (strengthening areas and avoiding others)
  - stretching protocols.

### **4.2 Demonstrate knowledge of optimum posture with reference to anatomical terms of location**

- ideal posture from the anatomic position
- awareness of common deviations in posture.

### **4.3 Identify postural deviations, with reference to anatomical terms of location, to include:**

- hyper-kyphosis
- forward head posture
- elevation and protraction of shoulders
- hyper-lordosis
- anterior pelvic tilt
- upper-cross
- flat back
- sway back.

### **4.4 Identify methods of analysing both static and dynamic posture**

- use of plumb lines
- use of specific movement analysis.

#### **4.5 Identify appropriate methods of correcting postural deviations that are limiting the client ability**

- strengthening and stretching protocols.

The learner will:

### **5. Understand how to monitor and review client progress**

The learner can:

#### **5.1 Explain the importance of accurate record keeping regarding client information and programmes**

- tracking progression
- client motivation
- client and trainer accountability
- in case of referral to other professionals
- good customer care.

#### **5.2 Explain the importance of regular assessments to monitor client progress**

- increase client accountability
- indicate if a programme needs to be amended/adjusted
- indicate if a goal needs to be amended/adjusted
- boost a client's motivation.

#### **5.3 Identify when a Personal Trainer might revise an exercise programme in consultation with a client**

- if goals have been met
- if goals have not been achieved
- if the client's motivation to adhere to the programme reduces
- once a plateau occurs
- following an absence from training eg, illness, injury, holiday, work commitments.

The learner will:

## **6. Understand how to set and adapt meaningful SMART goals linked to client's individual needs, wants and motivators**

The learner can:

### **6.1 Explain how to identify clients' short, medium and long term goals**

- use of open questions
- reflective listening and amplification
- providing scenarios based on client responses and ascertaining if this would be desirable
- breaking a long-term goal down into smaller goals
- breaking medium term goals down into short-term goals
- ensure the short-term goals being achieved would equate to the long-term goal's success
- ensure every goal is SMART.

### **6.2 Identify when personal trainers should involve others, apart from their clients, in goal setting**

- The injury history is outside the trainer's knowledge-base eg, physiotherapists, osteopaths etc.
- The nutritional demands are outside of the trainer's knowledge eg, nutritionists, dieticians etc.
- The goal is beyond a trainer's comfort level eg, specific marathon training plan.

### **6.3 Demonstrate how to use specific, measurable, achievable, realistic and time bound (SMART) objectives in a personal training programme**

- goal setting prior to a programme being devised
- regular goal reviews including revisions where required
- analysis of training programmes against the goals at the culmination of every programme
- evaluation of performances against the goals, including analysis upon why goals were not achieved.

### **6.4 Identify circumstances in which it may be appropriate to adapt client goals**

- if goals have been met
- if goals have not been achieved
- if the client's motivation to adhere to the programme reduces
- once a plateau occurs
- following an absence from training eg, illness, injury, holiday, work commitments

The learner will:

## 7. Understand how to plan a safe personal training programme with clients

The learner can:

### 7.1 Identify credible sources of guidelines on programme design and safe exercise

- American College of Sport Medicine
- Register of Exercise Professionals
- Chartered Institute for the Management of Sport and Physical Activity's (CIMSPA)

### 7.2 Identify how to progress or regress an exercise by manipulating variables that affect biomechanics

- lever length
- planes of movement
- base of support
- range of movement.

### 7.3 Demonstrate how to apply the key principles of training and periodisation to design exercise programmes to achieve a client's short, medium and long term goals

- progressive overload
- length-tension relationship (active insufficiency and passive insufficiency)
- neural adaptation
- muscular adaptation
- connective tissue adaptation
- metabolic stress
- adaptive response
- reversibility
- plateau.

### 7.4 Identify a range of safe and effective exercises/physical activities to meet individual client needs in developing components of fitness

- plan to be progressive and aligned to a client's goals and needs

### 7.5 Identify resistance training guidelines for clients, to include (as appropriate):

- muscular strength
- muscular endurance
- muscular hypertrophy

- muscular power training

### **7.6 Identify cardiovascular training guidelines for a clients' specific training goals**

- progressive overload
- continuous, fartlek, intervals
- cardiovascular machines eg, rowing machines, cross trainers, bikes, treadmills, steppers, versa-climbers etc.
- functional equipment eg, prowlers, sleds etc.
- bodyweight activities eg, burpees, squat thrusts, mountain climbers etc.

### **7.7 Demonstrate methods of monitoring exercise intensity during a session with a client**

- 'how it feels' scale (ie, Rate of Perceived Exertion )
- talk test
- heart rate monitoring
- visual cues (sweating, colour change, technique)
- detailed client feedback

### **7.8 Explain how to minimise risk of injury and overtraining in order to enable adaptation to occur for clients with varying levels of experience**

- monitor progress
- steady progression
- willingness to adapt training sessions and programmes based on client responses
- regular assessment for markers of overtraining, to include:
  - persistent muscle soreness
  - sleep disruption
  - elevated resting heart rate
  - increased number of injuries
  - depression
  - irritability
  - loss of motivation.

The learner will:

## 8. Understand the use of alternative environments and activities in programme design

The learner can:

### 8.1 Identify how to include physical activities as part of the client's lifestyle to complement exercise sessions

- home workouts
- day-to-day activities, such as: walking to work (or part of a journey), taking stairs instead of escalators, cleaning, gardening, standing at one's desk etc.

### 8.2 Identify alternative training environments

- home
- office
- garage
- outdoors (parks, woods, beach, sea, hills etc.)
- gyms
- exercise studios
- group classes

### 8.3 Demonstrate training systems that can be utilised when programming for sessions run in environments not designed specifically for exercise

See 7.6 and 7.7.

### 8.4 Demonstrate safety considerations when working with clients in alternative environments

- awareness of other users of the space – both exercisers and exercisers
- weather
- foreign objects
- trips, slips or fall hazards
- the durability of equipment
- the stability of all surfaces especially those used to hang equipment

The learner will:

## 9. Understand the safe design and delivery of small group personal training sessions

The learner can:

### 9.1 Demonstrate the different teaching styles which can be applied to small group training.

- louder projection of voice
- move around each individual within the group
- broader technical correction for the whole group to apply
- higher level of energy needed from the trainer
- better utilisation of space
- greater awareness needed of other gym members

### 9.2 Identify safety considerations when working with groups

- spatial awareness
- greater awareness needed of other gym members
- checking a broader range of equipment
- empowerment and ownership over injuries and exertion levels to be required from the group

### 9.3 Deliver safe and effective sessions utilising appropriate training methods for a group

- appropriate for the whole group/varying levels of fitness and environment.

The learner will:

## 10. Be able to collect and analyse health screening and fitness assessment information to inform programme design and delivery

The learner can:

### 10.1 Establish a rapport with the client from the outset

- make client feel at ease
- brief and intimidating overview of the screening to follow
- rationale for the screening to be undertaken.

### 10.2 Explain own role and responsibilities to clients

- health and fitness professional NOT a medical professional
- outline the requirement to refer to more experienced practitioners in certain circumstances.

### **10.3 Collect the information needed to plan a programme using appropriate methods relevant to the client**

To include:

- health screening measurements
- lifestyle/fitness assessments
  - valid
  - accurate
  - reliable
  - repeatable
  - customer care
  - correct analysis

### **10.4 Assess the client's readiness to change using appropriate methods**

- interview
- questionnaire
- testing

### **10.5 Show sensitivity and empathy to clients and the information they provide**

- professionalism
- empathetic
- positive

### **10.6 Record the information using appropriate formats in a way that will aid analysis**

- correctly input into template document

### **10.7 Refer the client to an appropriate professional when required**

# Assessment specification

## Bespoke exercise programme design (F/616/4751)

### Assessment element 2: Assessment workbook (section 3 only)

This is a combined assessment element which covers learning outcomes for more than one unit.

There are six sections to this assessment workbook. **This refers to Section 3 only.**

- **Section 1 contains the research knowledge required by the learner for unit 1** (Applied anatomy and physiology -A/616/4747)
- **Section 2 covers research knowledge required by the learner for unit 2** ( Promoting wellness through client motivation and interaction J/616/4749)
- **Section 3 covers research knowledge required by the learner for unit 3** (Bespoke exercise programme design F/616/4751)
- **Section 4 covers research knowledge required by the learner for unit 4** (Customised exercise programme instruction and communication techniques J/616/4752)
- **Section 5 covers research knowledge required by the learner for unit 5** (Nutrition to support physical activity L/616/4753)
- **Section 6 covers research knowledge required by the learner for unit 6** (Business acumen for Personal Trainers Y/616/4755).

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### Assessment element 3: Personal Training showcase

#### Important note

This is a synoptic assessment element which is used to assess criteria which can be found across the following units:

- Promoting wellness through client motivation and interaction
- Bespoke exercise programme design
- Customised exercise programme instruction and communication techniques
- Business acumen for a successful Personal Training Practice
- Nutrition to support physical activity

Tasks within this assessment element which relate specifically to this unit:

- Task 1 (consultation)

The learner is required to conduct a face to face consultation with their client during which time they must obtain sufficient subjective and objective information to plan a 12 week programme.

- Observation of consultation
- Written tasks (completion of Lifestyle assessment and client profile)
- Knowledge questions (if required)

This must be seen by the assessor, however video is permissible

- Task 2 (Programming, delivery and review)

The learner is required to design and record a 12 week programme suitable for their client's aims and goals and then deliver 3 personal training sessions to them based on this (adapting them as and when necessary).

- Design and record a 12 week programme suitable for your client's aims and goals
- Teach a minimum of 3 sessions to your chosen client (however, the assessor need not be present)
- Review each session and adapt programme as necessary
- Knowledge questions (if required)

#### Assessment element 4: Learner log (Section A only)

The learner must be observed on-course demonstrating certain skills which may not be included during the summative assessment day (video permissible)

**Learner log Section A** is used to record evidence of them being observed covering a minimum of 3 health screening measurements and lifestyle/fitness assessments contained in this unit (Bespoke exercise programme design).

Eg.,

- blood pressure (electrical and manual)
- body fat measurement (bioelectrical impedance and skinfold callipers)
- body mass index (height and weight)
- waist to hip measurements
- muscular strength and endurance (repetition maximums, bodyweight tests eg, press ups, squats, lunges, plank, side plank, abdominal crunches)
- range of movement tests (sit and reach test, hamstring, shoulder flexibility, knee to wall test)
- postural analysis
- cardiovascular tests (Cooper run, Machine-based time tests eg, Cycle/row a set distance as quick as possible, Rockport walk)

- balance tests (Standing balance test)

For full details see:

- Appendix B – Personal Training portfolio guidance
- Assessor and Learner guidance contained in the Learner Assessment Record

# Customised exercise programme instruction and communication techniques (J/616/4752)

## Unit aim

This unit aims to provide the Personal Trainer with the knowledge and skills required to deliver an exercise programme specific to clients' goals.

By emphasising the importance of effective communication and interpersonal skills, it also aims to provide the personal trainer with the additional "soft skills" which are essential when seeking to develop a successful professional Personal Training practice.

## Unit content

The learner will:

### 1. Understand fitness training techniques that are suitable for a personal training session

The learner can:

#### 1.1 Identify suitable fitness training techniques for components of fitness that can be used within a client programme to achieve their individual goals

##### Cardiovascular exercise

- approaches to include: continuous, intervals (also high intensity interval training) and fartlek
- exercise and approach choice to be linked to client's goals and ability.

##### Resistance exercise

- approaches to include: Super setting, tri sets, giant sets, pyramid training, negative training, German volume training, drop sets, circuit-style training, time under tension, basic sets
- exercise and approach choice to be linked to client's goals and ability.

Distinguish which of the training techniques might be suitable for:

- an inexperienced individual/beginner
- an experienced individual/athlete

With particular focus on the client safety, physiological adaptation, client enjoyment, encouragement of adherence.

The learner will:

## 2. Understand how to observe and monitor clients during sessions

The learner can:

### 2.1 Demonstrate different methods of monitoring clients' progress during exercise to include:

- use of heart rate monitors
- mobile apps
- pedometers
- general discussion/feedback
- observation
- talk test
- rate of perceived exertion

### 2.2 Demonstrate how to use teaching skills to assist in monitoring clients during sessions as appropriate

- demonstrate and explain a variety of exercises safely and effectively
- give clear verbal instructions
- give teaching points that lead to the improvement of a client's technique
- observe client performance
- monitor a client's response to exercise using appropriate methods (eg, rating of perceived exertion)
- make corrections to unsafe or ineffective technique
- ask questions and gather feedback
- encourage and motivate clients
- offer alternative exercises to progress or regress activity.

### 2.3 Demonstrate when it may be necessary to adapt planned exercises to meet clients' needs

- if the client arrives to a session with:
  - injury
  - illness
  - high levels of stress
  - inappropriate pre-exercise nutrition eg, eaten too soon to a workout or not eaten enough
  - low levels of motivation
  - delayed onset of muscle soreness (DOMS)

- environmental conditions
  - fitness environment is hotter or colder than usual
  - equipment or space availability
  - time restrictions

## 2.4 Identify environmental concerns to be aware of, to ensure client safety and effectiveness of exercise

- temperature
- exercise space
- quality of equipment (tears, breaks, functioning correctly)
- trip, slip or fall hazards
- other gym users
- first aid experienced personnel
- fire exits clearly signed and clear from any blockages

The learner will:

## 3. Understand the legal and ethical responsibilities of a personal trainer when working with clients

The learner can:

### 3.1 Describe legislation relating to the role of a Personal Trainer regarding:

- equality and diversity

This covers, age, disability, gender reassignment, marital or civil partnership status, pregnancy and motherhood, race (including ethnic or national origin, colour and nationality), religion or belief (including lack of belief), sex and sexual orientation. Its primary aim is to:

- eliminate discrimination, harassment and victimization
- advance equality of opportunity
- foster good relations between different parts of the community

- safeguarding

This Safeguarding Vulnerable Groups Act (SVGA) 2006 was passed to help avoid harm, or risk of harm, by preventing people who are deemed unsuitable to work with children and vulnerable adults from gaining access to them through their work.

- health and safety at work

The Health and Safety at Work etc. Act is the primary piece of legislation covering occupational health and safety in Great Britain. The Health and Safety Executive, with local authorities (and other enforcing authorities) is responsible for enforcing the Act and a number of other Acts and

Statutory Instruments relevant to the working environment.

Visit: <http://www.legislation.gov.uk/ukpga/1974/37/contents>

### **3.2 Explain the legal requirements of a Personal Trainer with regard to the recording, storing and disposal of client information**

- Data Protection Act, 1988, instructors are under a legal obligation to ensure where possible that any data including computerised, electronic and manual records are stored securely and not disclosed to any party without the client's consent.

### **3.3 Explain the purpose of Personal Liability Insurance**

- Personal liability insurance covers injury or damage compensation claims made against you by a third party.
- Public liability insurance can pay the cost of compensation and legal fees if your business is held responsible for injury or damage.

### **3.4 Explain the importance of working within the scope of practice as a Personal Trainer to include:**

- legal requirement
- professionalism
- customer care
- code of ethical conduct

The learner will:

## **4. Understand the principles of best practice for a personal trainer**

The learner can:

### **4.1 Describe how to portray a professional image as a Personal Trainer**

- positive body language
- timekeeping
- attire and personal hygiene
- effective record keeping
- attentive and motivational
- client-centred

### **4.2 Explain how to access accurate information and support when working as a personal trainer**

- American College of Sport Medicine
- Register of Exercise Professionals

- NHS.uk
- Health.org.uk
- Chartered Institute for the Management of Sport and Physical Activity's (CIMSPA)
- UK active

### **4.3 Describe the codes of practice expected of a Personal Trainer as laid out by regulatory bodies**

#### Rights

Exercise professionals should deal openly and in a transparent manner with their clients. They should at all times adopt the highest degree of professionalism in dealing with their clients' needs.

#### Relationships

Exercise professionals will seek to nurture healthy relationships with their customers and other health professionals.

#### Personal responsibilities

Exercise professionals will demonstrate and promote a responsible lifestyle and conduct.

#### Professional standards

Exercise professionals will seek to adopt the highest level of professional standards in their work and the development of their career.

#### Safe working practice

Exercise professionals will systematically prepare for all activities ensuring the safety of their clients is of paramount consideration.

### **4.4 Identify other professionals with whom a personal trainer may need to share clients' information upon referral**

Upon gaining authorisation from the client: doctors, nutritionists, dieticians, psychologists, psychotherapists, osteopaths, physiotherapists, gym management, other fitness practitioners specialising in areas such as pregnancy, obesity, diabetes, cancer etc.

### **4.5 Explain the importance of continuous professional development**

- a professional responsibility
- keeping up-to-date with new information and amidst a changing landscape
- legal and ethical implication in failing to do so
- potential increase revenue and improved reputation

The learner will:

## 5. Be able to plan and prepare personal training sessions

The learner can:

### 5.1 Plan a range of exercises/physical activities for a session to help clients achieve their objectives and goals, covering:

#### Cardiovascular exercise

- bodyweight, cardiovascular machines and functional equipment
- approaches to include: Continuous, intervals (also high intensity interval training) and fartlek
- exercise and approach choice to be linked to client's goals.

#### Resistance exercise

- bodyweight, resistance machines, free weights and functional equipment
- approaches to include: Super setting, tri sets, giant sets, pyramid training, negative training, German volume training, drop sets, circuit-style training, time under tension, basic sets
- exercise and approach choice to be linked to client's goals.

#### Functional exercise

- use of functional equipment including: suspension equipment, VIPRs, prowlers, monkey bars, farmer's carries, slam balls, kettlebells, battle ropes etc.
- approaches to include: high intensity interval training, super setting, Tabata intervals
- approach also to include: Highlighting a technical deficiency and utilising functional equipment for correction.
- 'functional' exercise is defined as 'functional to the client and their lifestyle'

#### Core stability

- use of equipment including: suspension equipment, core balls, BOSU, stability discs etc.
- approaches to elicit development in core control by means of progression eg, reducing stability of the surface, unilateral activities, reduction in visual stimulus etc.

#### Flexibility/mobility

- adopting appropriate stretching protocols to develop flexibility, including: Proprioceptive neuromuscular facilitation, isometric, passive, active, static stretching
- mobilising: To include use of dynamic stretching protocols, use of foam rolling or similar trigger point release tools, pre-activation techniques eg, glute activation exercise prior to a squat.

## **5.2 Identify, obtain and prepare the resources needed for planned exercises/physical activities**

- digital or written format programmes in an easy-to follow format with adaptations listed
- prepared the environment
- required equipment

The learner will:

## **6. Be able to prepare clients for personal training sessions**

The learner can:

### **6.1 Help clients feel at ease in the exercise environment through use of appropriate communication skills**

- appropriate overview of the session to follow which includes: anticipated levels of exertion, confirmation of client understanding, confirmation of client readiness
- friendly and positive demeanour
- manner was in keeping with the gym environment and the needs of the client.

### **6.2 Explain the planned objectives and exercises/physical activities to clients and how they support clients' goals**

- How each of the components of the session (cardiovascular, resistance, flexibility) links to the client's goals and their long-term health and wellbeing.

### **6.3 Explain the physical and technical demands of the planned exercises/physical activities to clients**

- brief overview of the physical demands eg, heart rate increase, sweating, muscular overload
- technical demands to be gained

### **6.4 Demonstrate how planned exercise/physical activity can be progressed or regressed to meet their goals**

- Trainer to demonstrate and explain the exercise they wish the client to undertake but should also outline an option for regressing or progressing

### **6.5 Assess clients' state of readiness and motivation to take part in the planned exercises/physical activities**

- Verbal confirmation following completion of PAR-Q and informed consent

### **6.6 Negotiate and agree with clients any changes to the planned exercises/physical activities that:**

- meet their goals and preferences

- enable them to maintain progress

### **6.7 Identify reasons for changing planned activities based on client feedback, to include:**

- injury
- stress
- illness

### **6.8 Record changes to clients plans**

- clearly legible manner – ( with use of IT as appropriate)

The learner will:

## **7. Be able to safely instruct and support clients during the session**

The learner can:

### **7.1 Use motivational styles that:**

- are appropriate to the clients
  - The style doesn't bring unwanted attention onto the client from other gym attendees
  - The style elicits a positive response from the client
- are consistent with accepted good practice
  - Avoidance of inappropriate language, touching or anything that brings the fitness facility into disrepute

### **7.2 Provide warm-ups appropriate to the clients, planned exercise and the environment**

- Safe and gradual pulse-raising
- Stretching, if appropriate. Can be dynamic or static with an encouragement to transition into dynamic stretching for those that currently adhere to a static stretching protocol

### **7.3 Make best use of the environment in which clients are exercising, to include:**

- time keeping
- demonstrations and explanations, where applicable, should be concise and time-efficient.
- rest periods should be managed appropriately
- appropriateness -
  - for the client
    - Performing activities in suitable locations eg, avoidance of novice or unconfident clients performing activities in full view of all gym users
  - for other gym users
    - Avoidance of monopolising a large space or several pieces of equipment

- Willingness to ‘work in’, where appropriate
- for the specific training approach
  - Approaches which require limited or no rest between exercises should be organised in a fashion for this approach to be successfully implemented eg, dumbbells or barbells safely prepared for quick transitions

#### **7.4 Provide instructions, explanations and demonstrations that are technically correct, safe and effective**

- performed with correct technique highlighting common mistakes to be aware of
- performed or to be viewed from a variety of angles, where appropriate
- projection of voice and reinforcement of technique was suitable to the client and the environment.

#### **7.5 Utilise a range of training systems for each component that are suitable for the client**

#### **7.6 Adapt verbal and verbal communication methods to make sure clients understand what is required**

- verbal reinforcement
- confirmation of understanding
- eye contact
- positive body language
- amplification

#### **7.7 Use different methods of monitoring client during exercise**

- ‘how it feels’ scale
- talk test
- heart rate monitoring
- visual cues (sweating, colour change, technique)
- detailed client feedback (during recovery and also post-session)

The learner will:

## 8. Be able to monitor clients and adapt programmes accordingly

The learner can:

### 8.1 Ensure clients can carry out the exercises safely on their own

- Demonstrations and explanations to include advice for safety when alone eg, self-spotting, deadlifting weights, setup of levers, pin use for resistance changes etc.
- Positive reinforcement of technique and correction of technique, where applicable

### 8.2 Analyse clients' performance, providing positive reinforcement throughout

- technical information in small, easy-to-remember chunks

### 8.3 Correct techniques at appropriate points

- timing to ensure that the safety of the client is guaranteed
- re-demonstrating the exercise where necessary
- aiming for verbal cueing as the first form of correction

### 8.4 Modify exercises according to clients' performance and feedback

- making an exercise easier or harder depending on the client's requirements
- choosing alternative exercises where necessary
- choosing alternative training approaches where necessary

The learner will:

## 9. Be able to bring exercise sessions to an end

The learner can:

### 9.1 Allow sufficient time for the closing phase of the session

- Gaining feedback from the client
- Gradual decrease in heart rate to safely avoid any blood pooling from occurring
- Incorporating appropriate stretching protocols

### 9.2 Select cool-down activities according to the type and intensity of physical exercise and client needs and condition

- Longer cool downs to be applied on sessions with higher intensities and sessions for de-conditioned clients.
- Stretching protocols implemented which seek to develop flexibility in areas that were highlighted during the session as inflexible or areas that were heavily used during the session.

### 9.3 Provide clients with feedback and positive reinforcement

- feedback to include:
  - overview of areas that were done well
  - overview of areas that will need development
  - positive forward-looking vision for where the client could progress to

### 9.4 Explain to clients how their progress links to their goals

- Link to their long-term, medium-term and short-term goals eg, how has this session linked to their short-term goals and as such how will this build towards the bigger picture.

### 9.5 Provide clients with action plans to assist in their progress between sessions

- linked to their goals
- linked to the feedback from the session i.e., Overview of areas that will need development
- ensure the action plan is achievable and realistic

### 9.6 Leave the environment in a condition suitable for future use

- all equipment used to be returned safely
- all equipment used to be cleaned following use or at the end of the session

The learner will:

## 10. Be able to reflect on providing personal training sessions

The learner can:

### 10.1 Review the outcomes of working with clients including their feedback

- areas for improvement:
  - teaching style
  - motivational style
  - session planning
  - demonstrations and explanations
  - use of feedback and action planning
  - general professionalism and demeanour

### 10.2 Identify:

- how well the sessions met client's goals
- how effective and motivational the relationship with the client was
- how well the instructing styles matched client's' needs

### 10.3 Identify how to improve personal practice

See 10.1.

- be able to identify further professional development opportunities.

The learner will:

## 11. Be able to reflect on own professional practice a Personal Trainer

The learner can:

### 11.1 Review client feedback regarding personal performance and effectiveness

See 10.1.

#### 11.2 Identify:

- how effective physical activities were
- how effective and motivational the relationship with the client was

#### 11.3 Review:

- how well the communication style and instruction methods adopted matched clients' needs
- how well professional codes of ethics were adopted
- how well the clients' health, safety and welfare were managed
- the effectiveness of interacting and working with other members of staff
- the effectiveness of the workout against the client's goals

### 11.4 Summarise ways in which future practice can be improved

See 11.3.

The learner will:

## 12. Be able to develop on own professional practice a Personal Trainer

The learner can:

### 12.1 Produce a personal development plan that will help to improve professional practice

- levels of professionalism (attire, personal hygiene, timekeeping, paperwork)
- levels of communication (appropriateness, effectiveness)
- levels of empowerment (improvement in client's performance, long-term understanding of client, ability of client to perform activities alone)
- session effectiveness (linked to the goals of the client, intensity of the session)

## **12.2 Research methods of professional development that will assist in the achievement of personal goals**

- future training opportunities
- mentorship plans or programmes
- continual reflective practice
- training courses outside of the health and fitness industry

# Assessment specification

## Customised exercise programme instruction and communication techniques (J/616/4752)

### Assessment element 2: Assessment workbook (section 4 only)

This is a combined assessment element which covers learning outcomes for more than one unit.

There are six sections to this assessment workbook. **This refers to Section 4 only:**

- **Section 1 contains the research knowledge required by the learner for unit 1** (Applied anatomy and physiology -A/616/4747)
- **Section 2 covers research knowledge required by the learner for unit 2** (Promoting wellness through client motivation and interaction - J/616/4749)
- **Section 3 covers research knowledge required by the learner for unit 3** (Bespoke exercise programme design - F/616/4751)
- **Section 4 covers research knowledge required by the learner for unit 4** (Customised exercise programme instruction and communication techniques - J/616/4752)
- **Section 5 covers research knowledge required by the learner for unit 5** (Nutrition to support physical activity - L/616/4753)
- **Section 6 covers research knowledge required by the learner for unit 6** (Business acumen for Personal Trainers - Y/616/4755)

The centre may choose to either use an externally supplied Y-mark self-marking digital assessment workbook or an externally supplied internally marked worksheet (download and print - centre marks or Y-Mark auto marking). This is an open-book assessment. Both formats require a 100% pass mark.

Access to the Y-Mark assessment workbooks (print or digital versions) can be found on the YMCA Awards website and logging into the Centre Home page in the resource section (and clicking on assessment materials) here: <http://www.ymcaawards.co.uk/centre-resources/y-mark-digital-workbooks>

### Assessment element 3: Personal Training showcase

#### Important note

This is a synoptic assessment element which is used to assess criteria which can be found across the following units:

- promoting wellness through client motivation and interaction
- bespoke exercise programme design
- customised exercise programme instruction and communication techniques
- business acumen for a successful Personal Training Practice
- nutrition to support physical activity

Tasks within this assessment element which relate specifically to this unit

- **Task 2 (Programming, delivery and review)**

The learner is required to design and record a 12 week programme suitable for their client's aims and goals and then deliver 3 personal training sessions to them based on this (adapting them as and when necessary).

- design and record a 12 week programme suitable for your client's aims and goals
- teach a minimum of 3 sessions to your chosen client (however, the assessor need not be present)
- review each session and adapt programme as necessary
- knowledge questions (if required)

### Assessment element 4: Learner log (Sections B and C only)

The learner must be observed on-course demonstrating certain skills which may not be included during the summative assessment day (video permissible)

**Learner log Section B** is used to record evidence of the learner being observed covering a range of training methods which are contained in this unit (Customised exercise programme instruction and communication techniques (J/616/4752), such as:

- cardiovascular
- continuous
- intervals (and high intensity interval training)
- fartlek
- Resistance
- Super setting
- tri sets
- giant sets
- pyramid training
- negative training
- German volume training
- drop sets
- circuit-style training
- time under tension
- basic sets
- functional exercise - movement patterns which mirror a client's functional requirements
- core stability
- Flexibility/mobility static, ballistic, dynamic and proprioceptive neuromuscular techniques

**Learner log section C** is used to record evidence of the learner being observed delivering a small group training session (minimum 3 maximum 5 clients/peers) demonstrating teaching skills and communication methods appropriate to a group session, in accordance with the learning outcomes contained in this unit (Bespoke exercise programme design)

The session should include the following:

- cardiovascular component (bodyweight or using apparatus)
- resistance section (can be demonstrated on either resistance machines or free weights or other small apparatus using appropriate training methods for a group)
- other (could include specific stretching./mobility techniques or ‘functional’ exercise to include bodyweight suitable for the group)

Task 3 (Summative delivery and self-evaluation):

The learner must be observed demonstrating their ability to safely and effectively deliver a personal training session to their client which is relevant to their aims and goals.

This must include:

- planning and preparing for the session
- teaching and supporting client throughout the session
- ending and evaluating the session
- this must be seen by the assessor, however video is permissible

For full details see:

- Appendix B – Personal Training portfolio guidance
- Assessor and Learner guidance contained in the Learner Assessment Record

# Nutrition to support physical activity (L/616/4753)

## Unit aim

This unit aims to develop knowledge and understanding of key nutritional principles and healthy eating to support client goals. It also provides the learner with skills to analyse client nutritional intake in order to offer advice within scope of practice and integrate into fitness programme design.

## Unit content

The learner will:

### 1. Understand the principles of nutrition

The learner can:

#### 1.1 Summarise the structure and function of the Digestive System

- journey of food from the mouth to the gut:
  - mouth
  - oesophagus
  - stomach
  - small intestine
  - large intestine
- digestion and absorption of carbohydrates, fats and proteins

#### 1.2 Explain the meaning of key nutritional terms including:

- diet
  - The kinds of food that a person habitually eats. It can also reflect a special course of food to which a person restricts themselves, either to lose weight or for medical reasons.
- healthy eating
  - Eating a variety of foods that give you the nutrients you need to maintain your health, feel good, and have energy.
- nutrition
  - The process of providing or obtaining the food necessary for health and growth.
- balanced diet

- A diet consisting of a variety of different types of food and providing adequate amounts of the nutrients necessary for good health.

### 1.3 Explain the following terms and their functions:

- macro nutrients
  - The nutrients that provide the body with energy: fats, carbohydrates, proteins and water
- micro nutrients
  - Vital to the proper functioning of all of your body's systems such as vitamins and minerals

### 1.4 Identify food sources for each of the key nutrients

- fats
  - saturated:
    - meat
    - eggs
    - meat products
    - butter
  - monounsaturated:
    - avocado
    - olive oil
    - flaxseed oil
    - almond oil
    - most nuts
    - seeds
  - polyunsaturated:
    - vegetable oil
    - oily fish
    - fatty acids:
      - oily fish
      - dark green vegetables
      - soya beans
      - flaxseed oil
  - hydrogenated oil:
    - cakes
    - crisps

- biscuits
- carbohydrates
  - simple:
    - fruits
    - sweets
    - soft drinks
    - energy gels
    - jam, honey
    - table sugar
  - complex:
    - potatoes
    - rice
    - beans
    - bread
    - pasta,
    - vegetables
- protein
  - meat
  - fish
  - dairy products
  - eggs
  - tofu
  - nuts
  - pulses
  - soya
- vitamins
  - A, B, C, D, E, K
- minerals
  - sodium
  - potassium
  - calcium
  - copper
  - zinc

- iron

### 1.5 Identify the calorific value of nutrients

- fats: 9kcal/g
- carbohydrates: 4kcal/g
- protein: 4kcal/g

### 1.6 Explain the common terminology used in nutrition including:

- UK dietary reference values (DRV)
- Values intended as guidelines and not recommendations for healthy eating. By using these guidelines the intention is to promote the concept of health and not just avoidance of disease. Guidelines are provided for energy, fats (saturated, mono and polyunsaturated), protein, carbohydrates (sugars, starches and starch polysaccharides NSP – fibre), vitamins and minerals
- recommended daily allowance (RDA)
- the average amount of a nutrient that should be provided if the needs of all members of the group have to be met
- recommended daily intake (RDI)
  - The amount sufficient, or more than sufficient for the nutritional needs of practically all healthy people in the UK.
- glycaemic index
  - The glycaemic index (or GI) is a ranking of carbohydrates on a scale from 0 to 100 according to the extent to which they raise blood sugar (glucose) levels after eating.

### 1.7 Interpret food labelling information

Food labels can be used to help us choose foods lower in fat, salt and sugars when shopping, and so may make it easier to make healthier choices:

- traffic light system
- labelling on the front and back and their relation to the portion sizes

### 1.8 Explain the significance of healthy food preparation

- portion control management
- full awareness of the content and food production as opposed to buying pre-prepared food on the go
- less chance of satisfying cravings when food is healthily prepared

### 1.9 Explain professional role boundaries with regard to offering nutritional advice to clients

- analysis of food diary
- educating on the process of healthy eating

- provide recommendations to ensure client fits into ‘healthy eating guidelines’
- feedback on popular mainstream diets and analysis of their pros and cons
- provide guidance on creating a calorie deficit or a calorie surplus
- refer to experienced practitioner when client requests specific support based on:
  - client presents with an eating disorder
  - client presents with an alcohol addiction
  - client presents with a medically controlled condition linked to nutrition eg, diabetes
  - client wants a specifically prescribed meal plan

The learner will:

## 2. Understand the influence of nutrition on health

The learner can:

### 2.1 Explain the relationship between nutrition, physical activity, body composition and health including:

- links to disease / disease risk factors
- cholesterol
- types of fat in the diet

#### Links to disease / disease risk factors

Socio-economic correlation with obesity: In children aged 5, rates of obesity range from 6.8% in the least deprived to 12.3% in the most deprived. In an older age group (11 year olds), obesity prevalence is 13.7% in the least deprived group and 24.3% in the most deprived. (British Nutrition Foundation, 2014)

Poor diet and physical inactivity may lead to obesity which, in turn, increases your risk of developing a host of health problems including:

- heart disease
- Type 2 diabetes
- certain cancers
- high blood pressure
- high cholesterol
- stroke
- sleep apnoea
- diseases of the liver and gallbladder
- osteoarthritis

## Cholesterol

Cholesterol is a waxy substance which is made in the body by the liver but is also found in some foods. It plays a vital role in how every cell works and is also needed to make Vitamin D, some hormones and bile for digestion. However, too much cholesterol in the blood can increase your risk of getting heart and circulatory diseases.

- low density lipoproteins
- high density lipoproteins
- understanding which foods and lifestyle choices lead to an increase in both types of cholesterol

### Type of fats in the diet:

- saturated
- monounsaturated
- polyunsaturated
- hydrogenated fats
- essential fatty acids

## **2.2 Identify health and performance implications of diets that encourage severe energy restriction to include:**

- impact on hormonal regulation
- impact on energy levels and productivity
- short-term health effects
- long-term health implications
- the purported benefits of such a diet

## **2.3 Identify clients at risk of nutritional deficiencies**

- iron deficiency
  - vegetarians, vegans, menstruating women, pre-school children
- iodine deficiency
  - can lead to thyroid hormone production problems
- vitamin D deficiency
  - people with dark skin, people with little sunlight exposure
- calcium deficiency
  - young females and the elderly

## 2.4 Explain the importance of communicating the health risks associated with current weight-loss fads and popular diets to clients

- Short- and long-term health risks of calorie restricted or macronutrient restricted diets
- The impact of yo-yo dieting
- Emphasising the impact of advertising and the few success stories that are highlighted
- Long-term impact on hormonal and metabolic regulation
- Psychological impact of weight loss and weight gain and its impact on day-to-day life eg, lethargy, mood swings, emotional distress etc.
- Provide basic information on thermodynamics and the essence of every diet eg, Fewer calories consumed than expended will result in weight loss irrespective of the diet's name

## 2.5 Explain how nutritional intake can influence the actions of certain metabolic hormones

To include calorie restricted diets

- increased mitochondrial efficiency – less calories burned for the same energy output
- decrease in circulating thyroid hormones
- reduction in testosterone, leptin, insulin and IGF-1 levels in the blood
- increase in catecholamines, glucagon and ghrelin

## 2.6 Explain how cultural and religious dietary practices can influence nutritional advice

### Islam

Muslims only consume Halal meat (meat that has been slaughtered in a prescribed way according to Islamic practices). They do not consume pork and during the religious festival of Ramadan, they fast between sunrise and sunset.

### Hindu

Hindus generally follow a vegetarian or vegan diet. A vegetarian is an individual who (for ethical, moral or other personal reasons) chooses not to eat meat, fish, poultry or animal products. Vegetarians do eat eggs and dairy products. A vegan follows a vegetarian diet and in addition does not eat dairy products and eggs.

### Buddhist

Buddhists generally follow a vegetarian or vegan diet.

### Jewish

Kosher meat is prepared by using a single knife to cut open the throat to kill the animal, with all the blood drained. The meat should be soaked in water and salted to remove the last traces of blood. Meat and dairy foods must not be prepared or eaten together.

### Sikhism

Sikhs do not eat halal or kosher meat, beef or pork because they are not meant to take part in religious rituals apart from those within the Sikh religion.

### Eastern Orthodox Christianity

Weekly fasts include abstention from meat, fish, eggs, dairy, and sometimes other foods such as olive oil and alcohol as well.

Other cultural factors:

- family
- food availability
- financial status
- belief system eg, veganism
- allergies eg, Coeliac disease

## 2.7 Describe safety, effectiveness and contraindications relating to protein and vitamin supplementation

- supplementation to be used if:
  - intake at required levels is regularly failing to be achieved
  - higher levels of physical stress are being applied to the body resulting in increased needs
  - the body is failing to utilise the nutritional intake effectively
- supplementation is not necessary if:
  - sufficient intake is being readily used by the body to satisfy all of its needs
  - dietary adaptations could be implemented to ensure all requirements are being met.

## 2.8 Explain how to recognise the signs and symptoms of disordered eating

### Anorexia nervosa

- extreme thinness or weight loss
- false perception of one's own weight ie, think they are fat when extremely thin
- eating very little
- cold and bluish extremities
- obsessive weighing
- anxiety about food
- sleep disruption

### Bulimia nervosa

- tooth decay
- puffy face

- frequent weighing
- stains around the toilet bowl
- hiding food
- secretive eating

### **2.9 Explain why detailed or complex dietary analysis that incorporates major dietary change should always be referred to a Registered Dietician**

- Clients may have food allergies or hormonal imbalances as the result of certain food intake which could lead to long-term illness or in worse cases potential death
- Ensures protection from causing detrimental illness and also the risk of being sued

The learner will:

## **3. Understand key nutritional guidelines and evidence-based recommendations and how they can be applied to individual clients**

The learner can:

### **3.1 Identify the range of professionals and professional bodies involved in the area of nutrition**

- Association for Nutrition (AfN)
  - Associate nutritionist
  - Registered nutritionist
- Federation of Nutritional Therapy Practitioners
- British Association for Applied Nutrition and Nutritional Therapy
- Health and Care Professions Council

### **3.2 Explain how key healthy eating advice that underpins a healthy diet can be applied to clients whose goal is:**

- weight loss and health
- fat loss
- hypertrophy
- sports performance

See 4.6.

### **3.3 Identify the nutritional principles and key features of the National food model/guide, to include:**

- starchy carbohydrates:

- Starchy food should make up just over a third of the food consumed. Choose wholegrain or higher fibre versions with less added fat, salt and sugar. Base meals on potatoes, bread, rice, pasta or other starchy carbohydrates; choosing wholegrain versions where possible
- proteins:
  - Eat more beans and pulses, 2 portions of sustainably sourced fish per week, one of which is oily. Eat less red and processed meat
- oils and spreads:
  - Choose unsaturated oils and use in small amounts
- eat at least 5 portions of a variety of fruit and vegetables every day
- have some dairy or dairy alternatives (such as soya drinks); choosing lower fat and lower sugar options
- drink 6-8 cups/glasses of fluid a day
- if consuming foods and drinks high in fat, salt or sugar have these less often and in small amounts
- plan and make a balanced healthy meal or packed lunch

### 3.4 Define portion sizes in the context of the National food model/guide

Refer to the 'Eat well Guide'.

- starchy carbohydrates:
  - Starchy food should make up just over a third of the food consumed. Choose wholegrain or higher fibre versions with less added fat, salt and sugar. Base meals on potatoes, bread, rice, pasta or other starchy carbohydrates; choosing wholegrain versions where possible.
- proteins:
  - Eat more beans and pulses, 2 portions of sustainably sourced fish per week, one of which is oily. Eat less red and processed meat
- oils and spreads:
  - choose unsaturated oils and use in small amounts
  - eat at least 5 portions of a variety of fruit and vegetables every day
  - have some dairy or dairy alternatives (such as soya drinks); choosing lower fat and lower sugar options
- drink 6-8 cups/glasses of fluid a day
  - if consuming foods and drinks high in fat, salt or sugar have these less often and in small amounts

### 3.5 Identify reliable sources of nutritional information

See 3.1.

The learner will:

## 4. Understand the relationship between nutrition and physical activity

The learner can:

### 4.1 Recognise the role of carbohydrate, fat and protein as fuels for aerobic and anaerobic energy production

- The main function of carbohydrates is to provide energy. Most cells in the body can use a mixture of fat and carbohydrate (and protein when carbohydrate is limited) for energy. Muscle cells rely on carbohydrate for contraction when the exercise intensity is high.
- Preservation of carbohydrate stores during aerobic activity is optimal.
- Use of carbohydrates during anaerobic glycolysis.
- Protein requirements for aerobic activity should be minimal however an increased intake will compensate for the breakdown of muscle tissue due to depleted glycogen stores. This will normally take place at around 60–90 minutes of moderately hard endurance training.
- The process of converting muscle protein to glucose is called 'gluconeogenesis'.
- Protein requirements are increased for strength training to compensate for an increased requirement for muscle repair.
- Fats are abundant in the body so are the energy fuel of choice.
- Aerobic activity should predominantly use fats as their energy source preserving the use of carbohydrates. Fitter individuals use fat oxidation earlier into their workouts.
- Anaerobic activities cannot use fat as an energy source due to the lack of an oxygen presence

### 4.2 Explain the components of energy expenditure and the energy balance equation

- Weight gain - A calorie surplus whereby energy in is greater than energy out.
- Weight loss - A calorie deficit whereby energy in is less than energy out.
- Weight maintenance - A calorie equality whereby energy in is equal to energy out.

### 4.3 Explain how to calculate an estimate of Basal Metabolic Rate (BMR)

BMR is an individual's basic requirement of energy at rest. This energy will be adequate to maintain the body's basic function without any movement.

- see Schofield Calculation

### 4.4 Explain how to estimate energy requirements based on physical activity levels and other relevant factors

- Harris–Benedict equation (BMR x Physical Activity Factor)
- Physical Activity Factor:
  - BMR x 1.4 inactive men and women (this applies to most people in the UK)

- BMR x 1.6 moderately active women
- BMR x 1.7 moderately active men
- BMR x 1.8 very active women
- BMR x 1.9 very active men

#### 4.5 Identify nutritional requirements for different goals, to include:

- fat loss
  - creating a calorie deficit
  - reduction in carbohydrate intake to elicit greater fat usage
  - greater level of protein intake to prevent muscle atrophy
  - higher levels of physical activity in particular resistance training and high intensity cardiovascular activity
- weight loss
  - creating a calorie deficit
  - no necessary tweaking of macronutrient contribution as long as a calorie deficit exists
- hypertrophy
  - creating a calorie surplus
  - increased protein intake to build and repair damaged tissue
  - maintaining carbohydrate intake in order for insulin to transport glucose and amino acids to the muscles
- sports performance
  - sport dependant: possible alterations to diet include; carbohydrate restriction, carbohydrate loading, high protein diets, calorie surplus for gaining size, calorie surplus for reducing weight (sports dependant on 'making weight')

#### 4.6 Recognise the nutritional requirements and hydration needs of clients engaged in physical activity

- hydration:
  - pre exercise or event
 

Aim to drink 500ml of water in the two hours leading up your session. This will allow for adequate hydration and urination.
  - during the event
 

To ensure adequate hydration, aim to drink 120–180ml every 15 minutes. This is equivalent to a few gulps.
  - post exercise or event

Aim to replace the fluid you have lost during the session plus half again to account for the thermal effect of exercise.

The learner will:

## 5. Understand how to collect information relating to nutrition

The learner can:

### 5.1 Identify why it is important to obtain clients' informed consent before collecting nutritional information

- To prove that the client intentionally engaged in the nutritional intervention after full disclosure of the benefits of the approach.
- To ensure that the client provides honest information to support the intervention.

### 5.2 Identify the information that needs to be collected to offer nutritional advice to clients

- goals of the client
- general physical activity levels
- food likes and dislikes
- any allergies
- any cultural or religious food restrictions
- timing of food intake
- quantity of food intake
- specific macronutrient content
- any additional supplementation
- any medication being undertaken
- water, caffeine and alcohol intake

### 5.3 Apply different methods of and analysing nutritional intake and body composition suitable for use with clients

- manual diaries
- digital diaries (using apps)
- skinfold measurements
- digital skinfold measurements

Judging against norm charts such as ACSM body fat norm chart

The learner will:

## 6. Understand how to use nutritional information

The learner can:

### 6.1 Recognise how to interpret collected information so that clients' needs and nutritional goals can be identified with reference to current government healthy eating guidelines and evidence-based recommendations

- the UK national eat well guide
- guidelines daily amount for energy
- Recommended Daily Intake (RDI)
- Recommended Daily Allowance (RDA)
- UK dietary reference values (DRV)
- Schofield calculation

### 6.2 Identify how to interpret information gained from methods used to assess body composition and health risk in relation to weight

- norm charts: Body fat percentage: ACSM 2006
- skinfold data tables
- World Health organisation (WHO) healthy ranges of body fat percentage chart

### 6.3 Demonstrate how to sensitively divulge collected information and 'results' to clients

- ensure privacy with just the client in earshot of the results
- support all analysis with data from charts
- action plan for positive changes where necessary
- allow sufficient time for understanding and questioning by the client
- provide no personal judgement – focus only on facts.

### 6.4 Describe the circumstances in which a client should be recommended to visit their GP about the possibility of referral to a Registered Dietician

- client displayed signs of an eating disorder
- client displaying signs and symptoms of malnutrition, especially through poor absorption capacity
- client displaying signs of food allergies
- client requesting a specialised diet which falls outside of a trainer's expertise

The learner will:

## **7. Be able to identify and analyse nutritional information to identify clients' dietary habits**

The learner can:

### **7.1 Use a variety of tools to collect and record information about clients and their nutritional goals in an approved format**

- manual diaries
- digital diaries (using apps)
- skinfold measurements
- digital skinfold measurements.

### **7.2 Use a variety of tools to analyse collected information, including nutritional needs and preferences in relation to the client's current status and nutritional goals**

See 7.1.

### **7.3 Explain the effect of different types of training on the production of fuel for exercise**

- glycogen
- phosphocreatine
- amino Acids
- fatty Acids

The learner will:

## **8. Be able to apply the principles of nutrition to a physical activity programme**

The learner can:

### **8.1 Access and make use of credible sources of educational information and advice in establishing nutritional goals with clients**

- Anorexia and Bulimia Care: [www.anorexiabulimiacare.co.uk](http://www.anorexiabulimiacare.co.uk)
- Beating Eating Disorders: [www.b-eat.co.uk](http://www.b-eat.co.uk)
- British Diabetic Association- Diabetes UK: [www.diabetes.org.uk](http://www.diabetes.org.uk)
- British Heart Foundation: [www.bhf.org.uk](http://www.bhf.org.uk)
- Department of Health: [www.dh.gov.uk](http://www.dh.gov.uk)
- Health Development Advice: [www.hda-online.org.uk/](http://www.hda-online.org.uk/)
- Glycaemic Index: [www.glycemicindex.com](http://www.glycemicindex.com)

- International Obesity Taskforce: [www.who.int/mediacentre/factsheets/fs104/en/](http://www.who.int/mediacentre/factsheets/fs104/en/)
- NHS Choices: [www.nhs.uk/Livewell/Goodfood/Pages/eatwell-plate.aspx](http://www.nhs.uk/Livewell/Goodfood/Pages/eatwell-plate.aspx)
- Scientific Advisory Committee on Nutrition: [www.sacn.gov.uk](http://www.sacn.gov.uk)
- World Health Organisation: [www.who.org](http://www.who.org)

## **8.2 Design and agree nutritional goals that are compatible with the analysis, accepted good practice and national guidelines**

See 6.1 and 6.2.

## **8.3 Ensure that the nutritional goals support and integrate with other programme components**

See 4.5.

## **8.4 Agree review points with the clients**

- Dates to be agreed and review points to be outlined in advance

## **8.5 Review the clients understanding of how to follow the nutritional advice as part of their physical activity programme**

- Client confirmation of understanding is required

## **8.6 Monitor, evaluate and review the clients' progress towards their nutritional goals at appropriate times**

- to increase client accountability
- indicate if an nutritional approach needs to be amended/adjusted
- indicate if a goal needs to be amended/adjusted
- boost a client's motivation to see progress.

# Assessment specification

## Nutrition to support physical activity (L/616/4753)

### Assessment element 1: Multiple choice theory paper (Section 2 only)

This assessment element is a combined assessment which is used to assess the recall knowledge (i.e. that which is required to be remembered) for the following two units:

- Applied anatomy and physiology (A/616/4747)
- Nutrition to support physical activity (L/616/4753)

It is an externally set multiple choice theory paper comprising 2 sections and the total time allocated is 40 mins.

Each question is worth 1 mark and each section is marked individually

- **Section 1** of the paper comprises 20 questions which relate to the syllabus for Applied anatomy and physiology (A/616/4747)- See elsewhere in this document for further details
- **Section 2** of the paper comprises 10 questions which relate to the syllabus for this unit (Nutrition to support physical activity L/616/4753)

The learner must achieve a minimum of 7 marks (70%) to pass this section

(If the learner only needs to resit this section of the MCT paper, then the time allocation is 15mins)

Tutor note: Guidance relating to theory paper assessment can be found on the YMCA website. Samples of theory paper questions are also available via the YMCA website

### Assessment element 2: Assessment workbook (section 5 only)

This is a combined assessment element which covers learning outcomes for more than one unit.

There are six sections to this assessment workbook. **This refers to Section 5 only.**

- **Section 1 contains the research knowledge required by the learner for unit 1** (Applied anatomy and physiology -A/616/4747)
- **Section 2 covers research knowledge required by the learner for unit 2** (Promoting wellness through client motivation and interaction - J/616/4749)
- **Section 3 covers research knowledge required by the learner for unit 3** (Bespoke exercise programme design - F/616/4751)
- **Section 4 covers research knowledge required by the learner for unit 4** (Customised exercise programme instruction and communication techniques - J/616/4752)
- **Section 5 covers research knowledge required by the learner for unit 5** (Nutrition to support physical activity - L/616/4753)

- **Section 6 covers research knowledge required by the learner for unit 6** (Business acumen for Personal Trainers - Y/616/4755)

The centre may choose to either use an externally supplied Y-mark self-marking digital assessment workbook or an externally supplied internally marked worksheet (download and print - centre marks or Y-Mark auto marking). This is an open-book assessment. Both formats require a 100% pass mark.

Access to the Y-Mark assessment workbooks (print or digital versions) can be found on the YMCA Awards website and logging into the Centre Home page in the resource section (and clicking on assessment materials) here: <http://www.ymcaawards.co.uk/centre-resources/y-mark-digital-workbooks>

### Assessment element 3: Personal Training Showcase

#### Important note

This is a synoptic assessment element which is used to assess criteria which can be across the following units

- Promoting wellness through client motivation and interaction
- Bespoke exercise programme design
- Customised exercise programme instruction and communication techniques
- Business acumen for a successful Personal Training Practice
- Nutrition to support physical activity

#### Tasks within this assessment element which relate specifically to this unit

- Task 4 (Nutritional consultation)

The learner is required to demonstrate their ability to safely and effectively provide a nutritional consultation and interpret information to incorporate into their programme design by:

- nutritional consultation
- completion of the nutritional consultation template
- knowledge questions (If required)

For full details see:

- Appendix B – Personal Training portfolio guidance
- Assessor and Learner guidance contained in the Learner Assessment Record

# Business acumen for Personal Trainers (Y/616/4755)

## Unit aim

This unit aims to provide the knowledge and understanding a Personal Trainer requires to establish a business in either an employed or self-employed position

Additionally, by focusing upon ways of both attracting and retaining clients it also provides them with a firm foundation for successful growth

## Unit content

The learner will:

### 1. Understand marketing strategies and techniques in planning and promotion

The learner can:

#### 1.1 Describe how a health and fitness business may use marketing as a tool for business development

- uses for marketing in a health and fitness business:
  - increase sales, revenue and profit
  - increase brand awareness
  - increase market share
  - gain a competitive edge over other similar health and fitness businesses
  - launch new products and/or services
  - promote offers to existing customers
  - target specific markets and/or customers
  - attract new customers

#### 1.2 Explain the importance of developing a marketing plan for a health and fitness business

- Marketing plan:
  - outlines marketing targets and plans how to achieve them
- importance of developing a marketing plan:
  - supports the development and direction of the business
  - identifies and responds to the needs and wants of customers

- formalises ideas and concepts for products and/or services
- helps business focus
- establishes marketing targets and timelines
- helps obtain finance for new initiatives.

### **1.3 Identify the different components of the marketing mix to create a plan**

- Product
  - customers' needs, wants and expectations
  - features
  - uses
  - appearance
  - size
  - differentiation from competitors
- Place
  - where the product and/or service will be made available for customers
  - distribution channels, eg, in store, online, catalogue, remote sales force
  - location within the business. eg, eye level or end of shelf
- Price
  - value of the product or service to the buyer
  - cost to produce or deliver
  - profit margins
  - different price points for different locations
  - offers and concessions
- Promotion
  - the marketing message
  - reaching target market
  - best time to promote

### **1.4 Assess the types and sources of market research and their value in developing the business idea and creating a marketing plan**

- qualitative- Captures thoughts and feelings of customers
  - open ended questions
  - customer perception surveys
- quantitative – Numerical data, easy to measure

- sales data
- usability testing results
- audits
- primary – carried out directly with customers
  - observations
  - questionnaires
  - interviews
  - focus groups
  - mystery shoppers
- secondary – gathered from desk-based activities or third parties
  - online research
  - business literature
  - business reports and data
  - competitor analysis
  - government reports

### **1.5 Use different research methods to identify the needs and expectations of different types of potential customers**

- demographics
  - age
  - race
  - religion
  - gender
  - family size
  - ethnicity
  - income
  - education level
- geographic
  - location
- psychographic
  - social class
  - attitudes
  - lifestyle
  - personality

- characteristics
- behavioural
  - spending
  - consumption
  - usage
  - loyalty

### **1.6 Identify tools and techniques to analyse and interpret data from market research**

- analysis techniques:
  - descriptive statistics eg, mathematical calculations such as average, percentage, range
  - Use of visual elements, eg, charts, graphs, maps
  - Patterns and trends in feedback
- analysis tools:
  - manual, eg, entering data into software and using software functions to analyse and interpret data such as spreadsheets and Customer Relationship Management (CRM) systems
  - automated, eg, web-based data analysis tools such as reviews, comments, product ratings

### **1.7 Explain the reasons for identifying the market that buys into your business purpose**

- markets
  - B2C – Business to Consumer
  - B2B – Business to Business
  - B2G – Business to Government
  - services Market – Offers services and also sells to other markets
  - intermediaries – Sells to consumers and businesses
- reason for identifying the market:
  - develop effective marketing strategies
  - develop marketing communications that appeal specifically to the target market
  - focus marketing activities to optimise reach
  - more cost effective marketing strategies
- compete successfully in under-served markets

The learner will:

## 2. Understand how to sell Personal Training services to clients

The learner can:

### 2.1 Summarise the stages of the sales cycle, to include:

- prospecting
  - new - potential clients who have not previously used your personal training services
  - old – potential clients who are no longer actively engaged with a Personal Trainer
  - existing – promoting additional products and/or services to clients already engaged with a personal trainer
    - setting appointments
    - researching prospect organisation and/or individuals
    - initiating contact with key decision-makers
    - date
    - time
    - location
    - qualifying
  - identifying products and/or services which suit needs of the prospect
  - confirming that prospect is able and willing to buy
- presenting
  - background including personal training successes
  - what you can do
  - evidence of credibility including success stories
  - sell the results rather than the package
- handling objections
  - type of objection – real or stalling tactic
  - reasons for objections – need, urgency, trust, money
- closing
  - identifying buying signals – questions, behaviours, body language
  - types of close – alternative close, assumptive close, best-time close, compliment close, conditional close, daily cost close, emotion close, ownership close, quality close, similarity close, valued customer lose
  - negotiation strategies – problem solving, contending, yielding, compromising, inaction
  - negotiation outcomes – defeat, collaborate, accommodate, withdraw

- asking for referrals (when appropriate)
  - personal recommendations
  - leaving business information, eg, business card, flyer, poster

## **2.2 Describe the importance of portraying your beliefs as to why you want to be a personal trainer when selling services to potential customers**

- beliefs
  - make a positive difference to others
  - face and overcome challenges and diversity
  - love health and fitness
  - build relationships and career
  - accountability
- importance of portraying beliefs:
  - helps identify opportunities
  - helps find solutions to resolve problems
  - prompts actions and persistence
  - makes others more responsive
  - counteracts negativity

## **2.3 Identify the importance of understanding the needs and expectations of personal training services for different demographics**

- need – a problem a potential client is looking to solve by purchasing personal training services
- expectation – the perceived value a client seeks from the purchase of personal training services
- demographics, for example:
  - age – physical limitations, low-impact activities, concessions
  - religion – mixed gender classes and training spaces, specific clothing requirements
  - gender – Female-only training sessions, gender-appropriate training activities
  - family size – Multiple members, family membership, differing client needs (children, adults)
  - income – ability to pay
  - education level – understanding technical language, such as BMR, TDEE and calculating these

## **2.4 Explain why it is important to correctly identify client's needs and expectations in relation to the services offered**

- needs
  - weight loss

- increase physical activity
- improve muscle strength
- expectations
  - carry out pre-training fitness assessments
  - develop a progressive training plan
  - be motivated to achieve fitness goals
- importance of correctly identifying client needs and expectations:
  - tailor training services which provide opportunity for clients to achieve health and fitness objectives
  - increased client motivation and retention
  - increased sales as clients feel more comfortable doing business with you
  - more referrals from satisfied clients who bring in additional business by word of mouth
  - gain information about service levels are expected to keep clients happy and achieve client satisfaction
  - personal Trainers can focus on fulfilling customers' expectations or provide opportunity to exceed expectations
  - assists with the resolution of complaints providing the ability to quickly fix the problems and retain the business

## **2.5 Explain the importance of giving clients the opportunity to ask questions and discuss the services and their benefits**

- questions:
  - qualifications, experience and successes of personal trainer
  - cost of personal training services
  - potential results
  - most appropriate exercise to achieve desired results
  - speed of results
  - frequency of training
  - nutrition
- importance
  - gain full understanding of personal training services purchased
  - accurate match personal training services to needs and expectations of customers
  - peace of mind
  - clarify any uncertainties
  - resolve any objections

## 2.6 Explain why it is important to agree terms with the client and how to do so

- methods of agreeing terms:
  - face to face – verbal terms
  - written – contract of services
  - digital (distance selling)
- terms to be agreed:
  - parties of the contract (seller and buyer)
  - contract date and duration
  - definitions and key terms used in the contract
  - personal training services being provided including training objectives
  - payment amount, payment date and payment method
  - lateness policy
  - cancellation policy including notice periods and conditions of cancellation
  - health, safety and security arrangements
  - level of commitment required
- importance:
  - minimise legal disputes
  - comply with relevant legislation
  - match services to customer expectations
  - create certainty
  - cover important points
  - enforce conditions of agreement

## 2.7 Identify the relevant documents that need to be completed and why these are important

- Personal training documentation:
  - Leads
  - Enquiries
  - Consultation and screening
  - Informed consent declaration
  - Client contract
  - Fitness record
  - Referrals
- Importance of relevant documents

- Tracking clients
- Following up on leads
- Legally protect the interest of personal trainer and client in the event of dispute

The learner will:

### 3. Understand how to communicate the benefits of the Personal Training service

The learner can:

#### 3.1 Explain the advantages and disadvantages of different promotional activities/ways of communicating, to include:

- use of social media
  - advantages – wide reaching communication, create groups, market personal training services
  - disadvantages – privacy and confidentiality of information, no filter for information posted or opinions of others
- press release
  - advantages – Communicates importance, communicates through main news channels such as television, radio, newspaper and social media networks at the same time
  - disadvantages – Costly, communicates to press who choose to attend, depends on other events taking place at the same time
- flyer/poster
  - advantages – Visual imagery to attract attention, can be any size, markets the brand
  - disadvantages – Cost to produce and display, creative ability of personal trainer
- digital marketing
  - advantages – Instantaneous once published, numerous digital marketing channels, can include audio visuals, not just text and images
  - disadvantages – accessibility to those less technologically savvy such as elderly or those with visual impairments or disabilities, can be expensive to produce
- competitions
  - advantages – ignites excitement and belief of winning, gets potential prospects talking, provides contact details of potential prospects
  - disadvantages – for every winner there are always losers which may have negative affect, reaches to those who like entering competitions
- cold calling
  - advantages – Not geographically limited, volume sales in a short period of time

- disadvantages – Irritates customers, causes anxiety for vulnerable groups, customer may be on the register to prevent cold-calling, easy to object unsolicited sales attempts, can be illegal or unethical
- referrals Internally
  - advantages – Saves time, effort and money, attracts clients familiar with the service, reaches more people, easier to present to and close the sale
  - disadvantages – Awareness of negative points, may require incentives which can be costly, can become overly competitive amongst personal trainers

### **3.2 Explain how to choose appropriate promotional activities to both attract and retain clients**

- promotional activities to attracting clients:
  - introductory offers and discounts
  - free gifts
  - free trials
- promotional activities to retain clients:
  - loyalty rewards
  - complimentary services eg, free PT sessions
  - discounted additional products and/or services eg, nutritional products, sports therapy

### **3.3 Create a brand image in the marketplace that clearly identifies the business**

- Brand definition:
  - identifies the business and its values
  - helps customers recognize the business over others
  - reflects customer service standards
  - creates brand loyalty
- creating a brand image:
  - determine business goals
  - create brand identity eg, how the business wants to be seen by its customers
  - create a brand persona
  - consider business drivers
  - develop key messages
  - be unique, innovative and bold
  - build long-term relationships
  - be consistent

The learner will:

## 4. Know the components and the purpose of a Business Plan relevant to a Personal Training business

The learner can:

### 4.1 Describe the purpose of a business plan

- A business plan is a written document that describes:
  - The business
  - Business objectives
  - Business strategies
  - Sales, marketing and financial forecasts
- Purpose of a business plan:
  - Helps run the business using direction and vision
  - Helps secure finance and investment

### 4.2 Identify the audience for the business plan

- Audiences:
  - Banks
  - External investors - friends, a venture capitalist
  - Grant providers
  - Prospective buyers for the business
  - Business partners
  - Employees
  - Shareholders
  - Suppliers

### 4.3 Describe the key elements of the business plan, to include:

- executive summary
  - overview of the business plan
  - captures readers' attention
  - last component to be written
- mission statement
  - defines the business, its purpose and what they do
  - typically one sentence in length

- management team and personnel
  - organisational structure
  - key Shareholders and decision makers
  - the business opportunity
  - identifies opportunities to do business eg, as an organisation or proposal of new product or service
- business objectives
  - What the business aims to achieve
  - operational targets eg, sales, financial targets
  - targets for achievement eg, quality standards, accreditation
  - must be SMART objectives
  - includes an action plan to meet business objectives
- marketing and sales strategy
  - marketing strategy and objectives – marketing mix, segmentation, planning, methods, costs projected outcomes
  - sales strategy – products and/or services to be sold, distribution channels access, sales costs
- financial forecasts
  - cash flow
  - planned income eg, sales, investments
  - planned expenditure, fixed and variable costs such as payroll, premises, energy costs, supplies

#### **4.4 Identify and record specific business objectives for a proposal that are specific, measurable, achievable/agreed realistic and time framed (SMART)**

- SMART business objectives:
  - revenue through personal training services contracts
  - referral rates
  - customer satisfaction and/or perception results
  - linked product sales
  - personal training package upgrades
  - retention of clients
  - success rates of clients
  - minimise waste

#### 4.5 Describe various activities that can support achievement of business objectives and business growth

- Marketing and promotional activities:
  - Social media – develop strong online presence
  - Digital marketing eg, radio or television commercials, websites
  - Leaflets and flyers
  - Press release
  - Cold calling
- Target new markets
- Diversify – offer different but linked products and services
- Expand geographical locations
- Innovate and use technology to be more efficient
- Grow customer base – attract new customers, retain existing customers

#### 4.6 Identify the uses of performance measurement tools and techniques used to monitor achievement of business objectives

- Areas of the business to measure:
  - Customers
  - Customer service
  - Market share
  - Competitors
  - Employees
  - Financial performance
- Performance measurement techniques:
  - Competitor analysis
  - Customer satisfaction and/or perception
  - Benchmarking
  - Key Performance Indicators
  - Quality Standards
  - 360° feedback
  - self-assessment
  - Quality assurance and quality control
  - Internal and external audit

- Set business, team and individual targets
- Regularly monitor and review performance against objectives
- Uses of performance measurement tools and techniques:
  - Assess strengths and weaknesses of the organisation
  - Identifies when and where to focus attentions to improve performance
  - Identifies need for more or less staff
  - Aligns strategy to real performance

The learner will:

## 5. Understand how to legally set up a business as a Personal Trainer

The learner can:

### 5.1 State the legal responsibilities of having `self-employed` status

- Register with HM Revenue and Customers as 'self-employed'
- Keep accurate financial records of income and expenditure
- Submit annual taxation returns to HM Revenue and customs

### 5.2 Identify legal and regulatory requirements of businesses within the health and fitness industry

- Legal requirements:
  - Health and Safety at Work Act 1974
  - Data Protection Act 1998
  - Consumer Protection Act 1987
  - Equality Act 2010
- Regulatory requirements:

### 5.3 Describe the different ways of operating as self-employed including the advantages and disadvantages of each

- Freelance
  - Advantages - self-managed, own boss, flexibility, increased work opportunities, independence, location, salary, job satisfaction
  - Disadvantages – administration eg, taxation, accounts, isolation, no company benefits eg, holiday and sick pay
- Portfolio career
  - Advantages - multiple jobs, work activities which align to strengths and interests, flexibility, increased job security, a number of employers

- Disadvantages - short term contracts, no set hours therefore risk of overworking
- Partnership
 

The business is co-owned by two or more individuals through a legal agreement who are jointly liable for all business debts
- Sole Trader
 

The most common type of self-employment where you are the only person who owns and runs the business and are liable for all business debts

#### 5.4 Explain the elements of a valid business contract and the matters contained within

- Elements of a valid business contract:
  - Offer and acceptance
  - Intention to create legal relations
  - lawful consideration
  - Capacity
  - Legal formalities
- Types of business contract:
  - Face to face
  - Written
  - Distance selling
- Matters covered in a contract:
  - Parties of the contract
  - Contract date
  - Definitions used in the contract
  - Goods and services being provided or received
  - Payment amount and payment date
  - Interest on late payments
  - Delivery dates or performance date for services
  - Insurance promises
  - Guarantee promises
  - Termination dates
  - Renewal terms
  - Damages for breach of contract
  - Special considerations

The learner will:

## 6. Understand financial requirements when setting up and running a health and fitness business

The learner can:

### 6.1. Explain the HMRC business accounting requirements when registered as self-employed, to include:

- Bookkeeping
  - Types of accounting – cash basis (only declare money when it comes in and out of the business), traditional accounting (record income and expenses by the date you invoiced or were billed)
  - Types of records – sales and income, business expenses, VAT records if VAT registered, PAYE records if staff employed, records of personal income
  - Archiving business accounts – at least 5 years after January 31<sup>st</sup> submission
- registering with the HMRC
  - Before October 5<sup>th</sup>
  - In business's 2<sup>nd</sup> tax year
  - Includes Class 2 National Insurance contributions
- HMRC taxation returns
  - Taxation returns must be submitted no later than January 31<sup>st</sup> for previous tax year
  - Payment of tax owed must be paid no later than January 31<sup>st</sup> for previous tax year
  - Submitted online by business owner or authorized business accountant
  - Payment on account – advance payments if tax bill is over £1000 and less than 80% tax already paid through a tax code

### 6.2 Explain the following financial terminology relating to business accounting:

- gross income
  - All income from all sources (including business expenses)
- taxable income
  - Gross income less deductions and exemptions
- net income
  - Income less all business expenses
- break even
  - Sales cover all business costs (no profit and no loss)
  - income tax

- Tax you pay on your income - money earned from employment, profits you make if self-employed, employee benefits eg, company car, pension
- PAYE including current rates of Personal Allowances and Tax Rates
  - Pay As You Earn - method of paying income tax and national insurance contributions, employer deducts tax and national insurance contributions from your wages or occupational pension before paying you your wages or pension.
  - Income tax rates – personal allowance, basic rate, higher rate, additional rate
- Value Added Tax (VAT) including calculations and thresholds
  - 20% rate – most goods and services
  - 5% rate – some goods and services including home energy children’s car seats
  - 0% rate – Zero-rated goods and services including most food and children’s clothes
  - Thresholds – must be VAT registered if VAT taxable turnover is more than £85,000, can only charge VAT if VAT registered with HMRC
- National Insurance Contributions
  - National Insurance contributions – dependent on earnings
  - Class 1 - Employee earning more than £155 a week and under state pension age
  - Class 2 – Self-employed National Insurance earnings threshold of £5,965 a year is not reached
  - Class 3 - Voluntary contribution to cover gaps in National Insurance record
  - Class 4 - Self-employed with earning profits of more than £8,060 per year
- HMRC allowable expenses and capital allowances
  - allowable expenses – office costs, travel costs, staff costs, legal and financial costs, cost of business premises, advertising and marketing costs
  - allowable expenses – Entertainment and hospitality, buying business premises, repair and maintenance of business premises, fines, travel between home and work, everyday clothes used for work
  - Capital allowances – equipment, machinery, business vehicles

### **6.3 Identify start-up costs that may impact the business proposal**

- Business premises:
  - Deposits
  - Maintenance
  - rent
- Machinery, equipment and resources
- Purchase of relevant licenses
- Business vehicle:

- Purchase
- Insurance
- Legal expenses
- Creating the brand image:
  - logos
  - marketing materials

#### **6.4 Assess sources and types of finance and investment required to fund the start-up of a health and fitness business**

- Types of funding and investment
  - short term
  - long term
- Sources of finance and investment
  - small business grants
  - angel finance
  - crowdfunding
  - business loans
  - peer lending
  - venture capital
  - leasing

#### **6.5 Explain the need and importance of cash flow forecasting to ensure business survival and how to produce a cash flow forecast**

- Cash flow forecasting
  - adds structure and discipline to financial planning
  - identifies potential shortfalls in revenue
  - prevents insolvency
  - ensures suppliers and staff can be paid
  - identifies problems with customer payments,
  - required if applying for finance and investment
- How to produce a cash flow forecast
  - identify potential sales and income
  - known and potential fixed and variable costs
  - supplier and customer details

- expected invoice payment dates (in and out)
- actual payment dates (for tracking purposes)

## 6.6 Explain the benefits of carrying out a cost-benefit analysis and how to do so

- Benefits of CBA:
  - Ensure planned products, services or business ventures are financially viable
  - Benefits must outweigh costs
  - Informs business decision making

The learner will:

## 7. Be able to plan, market and sell health and fitness services

The learner can:

### 7.1 Gather, analyse and interpret market research to identify a viable health and fitness product or service using relevant methods, tools and techniques

- PESTLE analysis:
  - Political
  - Economical
  - Social
  - Technological
  - Legal
  - Environmental
- Market research:
  - Qualitative
  - Quantitative
  - Primary
  - Secondary
  - Biased and unbiased
  - Sampling
- Analysis techniques
  - Descriptive statistics eg, mathematical calculations such as average, percentage, range
  - Use of visual elements, eg, charts, graphs, maps
  - Patterns and trends in feedback
- Analysis tools

- Manual, eg, entering data into software and using software functions to analyse and interpret data such as spreadsheets and Customer Relationship Management (CRM) systems
- Automated, eg, web-based data analysis tools such as reviews, comments, product ratings

## **7.2 Identify competitors and analyse their strengths and weaknesses in comparison to own (using SWOT analysis)**

- Competitor analysis:
  - Products and services
  - Price
  - Quality
  - Service standards
  - Reliability
  - Reputation
  - Location
  - Branding
  - Sales approach
- SWOT analysis:
  - Strengths
  - Weaknesses
  - Opportunities
  - Threats

## **7.3 Identify the types of client who might be interested in the services and the benefits promoted**

- Types of clients:
  - Overweight – desire to lose weight
  - Physically inactive – desire to be more active
  - Elderly – need to strengthen bones, muscles and joints
  - Children – maintain physical activity, promote the benefits of being physically active and healthy
  - Under achieving athletes- improve performance
  - Adults – improve body image, maintain healthy body weight, achieve exercise and fitness targets

## **7.4 Develop a marketing plan for the proposed business using the SMART model**

- Marketing mix:
  - Product
  - Place
  - Price
  - Promotion
- SMART model:
  - Specific
  - Measurable
  - Achievable
  - Realistic
  - Time bound

### **7.5 Create an effective marketing campaign to promote the business and its products/services**

- Creating a marketing campaign:
  - Identify target audience
  - Communication channels eg, digital, radio, newspaper
  - Maintain brand image
  - Give clear and consistent content and messages
  - Monitor and track campaign successes

# Assessment specification

## Business acumen for Personal Trainers (Y/616/4755)

### Assessment element 2: Assessment workbook (section 6 only)

This is a combined assessment element which covers learning outcomes for more than one unit.

There are six sections to this assessment workbook. **This refers to Section 6 only.**

- **Section 1 contains the research knowledge required by the learner for unit 1** (Applied anatomy and physiology -A/616/4747)
- **Section 2 covers research knowledge required by the learner for unit 2** (Promoting wellness through client motivation and interaction - J/616/4749)
- **Section 3 covers research knowledge required by the learner for unit 3** (Bespoke exercise programme design (F/616/4751)
- **Section 4 covers research knowledge required by the learner for unit 4** (Customised exercise programme instruction and communication techniques - J/616/4752)
- **Section 5 covers research knowledge required by the learner for unit 5** (Nutrition to support physical activity - L/616/4753)
- **Section 6 covers research knowledge required by the learner for this unit 6** (Business acumen for Personal Trainers - Y/616/4755)

The centre may choose to either use an externally supplied Y-mark self-marking digital assessment workbook or an externally supplied internally marked worksheet (download and print - centre marks or Y-Mark auto marking). This is an open-book assessment. Both formats require a 100% pass mark.

Access to the Y-Mark assessment workbooks (print or digital versions) can be found on the YMCA Awards website and logging into the Centre Home page in the resource section (and clicking on assessment materials) here: <http://www.ymcaawards.co.uk/centre-resources/y-mark-digital-workbooks>.

### Assessment element 3: Personal Training Showcase

#### Important note

This is a synoptic assessment element which is used to assess criteria which can be across the following units:

- Promoting wellness through client motivation and interaction
- Bespoke exercise programme design
- Customised exercise programme instruction and communication techniques
- Business acumen for a successful Personal Training Practice

- Nutrition to support physical activity

Tasks within this assessment element which relate specifically to this unit:

**Task 5 (Business project)**

The learner is required to

- Complete a business and marketing plan for their proposed personal training business

For full details see:

- Appendix B – Personal Training portfolio guidance
- Assessor and Learner guidance contained in the Learner Assessment Record

# Appendix A – Assessment Summaries

Assessment methods	Content	
MCT (Assessment element 1)  Combined Assessment	<p>Section 1 covers knowledge required for Unit 1 Applied Anatomy and Physiology (A/616/4747)</p> <p>Section 2 covers knowledge required for Unit 5 Nutrition to support physical activity (L/616/4753)</p>	
Y-Mark or worksheets (assessment element 2)  Combined Assessment	<p>Section 1 covers knowledge required for Unit 1 Applied Anatomy and Physiology (A/616/4747)</p> <p>Section 2 covers knowledge required for Unit 2 Promoting wellness through client motivation and interaction (J/616/4749)</p> <p>Section 3 covers knowledge required for Unit 3 Bespoke exercise programme design (F/616/4751)</p> <p>Section 4 covers knowledge required for Customised exercise programme instruction and communication techniques (J/616/4752)</p> <p>Section 5 covers knowledge required for Unit 5 Nutrition to support physical activity (L/616/4753)</p> <p>Section 6 covers knowledge required for Unit 6 Business acumen for Personal Trainers (Y/616/4755)</p>	
Personal Training Showcase portfolio (assessment element 3)  Synoptic Assessment  (see appendix B for further guidance on the PT showcase)	Includes the following tasks:	Learning Outcomes are contained in
	<p>Task 1 (Consultation)</p> <p>Observed consultation</p> <p>Completion of Lifestyle assessment and client profile</p>	Unit 2 Promoting wellness through client motivation and interaction (J/616/4749)
	Recorded knowledge questions (If required)	Unit 3 Bespoke exercise programme design (F/616/4751)
	<p>Task 2 (programming, delivery and review)</p> <p>Design and record a 12 week programme suitable for client's aims and goals</p> <p>(3x programme cards, 12 wk. programme, programme overview, session review)</p> <p>Teach a minimum of 3 sessions to chosen client (however, the assessor need not be present)</p> <p>Recorded knowledge questions (If required)</p>	<p>Unit 3 Bespoke exercise programme design (F/616/4751)</p> <p>Unit 4 Customised exercise programme instruction and communication techniques (J/616/4752)</p>

## Appendix A – Assessment Summaries cont.

<p>Personal Training Showcase portfolio (assessment element 3)</p> <p>Synoptic Assessment</p> <p>Cont.</p> <p>(see appendix B for further guidance on the PT showcase)</p>	<p>Task 3</p> <p>Observed delivery of a personal training session relevant to the client and their goals</p> <p>Completion of a self-evaluation form</p> <p>Recorded knowledge questions (If required)</p>	<p>Unit 3 Bespoke exercise programme design (F/616/4751)</p> <p>Unit 4 Customised exercise programme instruction and communication techniques (J/616/4752)</p>
<p>Personal Training Showcase portfolio (assessment element 3)</p> <p>Cont.</p>	<p>Task 4 (Nutritional consultation)</p> <p>Nutritional consultation</p> <p>Completion of nutritional consultation template</p> <p>Recorded knowledge questions (If required)</p>	<p>Unit 5 Nutrition to support physical activity (L/616/4753)</p>
	<p>Task 5 (Business project)</p> <p>Completion of a business/marketing plan</p> <p>Recorded knowledge questions (If required)</p>	<p>Unit 6 Business acumen for Personal Trainers (Y/616/4755)</p>
<p>Learner log (assessment element 4)</p>	<p>Section A is used to record evidence of the learner covering a range of health screening measurements and lifestyle/fitness assessments contained in unit Bespoke exercise programme design (F/616/4751)</p> <p>Section B is used to record evidence of the learner covering a range of training methods contained in unit Customised exercise programme instruction and communication techniques (J/616/4752)</p> <p>Section C is used to record evidence of the learner demonstrating their ability to conduct a small group training session for unit Bespoke exercise programme design (F/616/4751)</p>	

# Appendix B – Personal Training portfolio guidance

The learner will be required to complete a number of tasks to showcase their skills and abilities as a professional Personal Trainer.

To do this the learner will need a client. To support the learner in being “work-ready” and to provide them with the most valuable learning experience, CIMSPA best practice is that the client should not be a peer from the course.

They must be ‘apparently healthy’ and aged 16 + and need to be available for the learner for tasks 1 to 4.

**Tasks within the Personal Trainer Showcase which relate holistically to the Promoting wellness through client motivation and interaction and Bespoke exercise programme design**

## Task 1 (Consultation)

- Observation of consultation (client’s readiness to change, health screening, communication techniques and professionalism and ability to relay health benefits of exercise)
- Written tasks
- Recorded knowledge questions (If required)

### Observation of consultation

The learner must be seen conduct a face to face consultation their client during which time they gather and record sufficient subjective and objection information to plan a 12 week programme.

This must include a minimum of 3 static and 3 dynamic fitness tests, all of which must be relevant to the client.

Video evidence is permissible.

**Please note that, to ensure that the learner has demonstrated sufficient skills to be observed delivering a consultation, they must firstly complete and be assessed as competent for Learner Log Sections A (Health screening and fitness assessments) in Assessment element 4.**

### Written/recorded

The written documentation which accompanies this task must include:

- **Completion of Client testimony and informed consent** – this document needs to be completed (along with **PAR-Q /PAR-Q + /screening form**) and signed by the client, it serves as evidence that the learner has explained and agreed various aspects of the personal training programme with them and they are happy to proceed.

- **Completion of Lifestyle assessment and client profile** which contains client's personal details and information about the client's likes/dislikes, needs, goals (short, medium and long-term), physical measurements and assessment results including postural assessments together with recording information on client readiness for physical activity.
- **Knowledge questions (if required)** -The assessor must review the evidence obtained during the task (observation and written) against the required learning outcomes which are detailed on the assessment record. If any areas are felt to be insufficient then, then may they conduct a question and answer session with the learner to clarify.

However the assessor is responsible for setting this and both the question and answer must be chronicled either by:

- Digital recording of Learning Outcome: Question: Response, or
- Written using the Knowledge questions template supplied

### **Personal training paperwork provided by YMCA Awards for this task will include:**

- Assessor and Learner guidance (Consultation)
- Lifestyle assessment and client profile
- Postural analysis record
- PAR-Q/Screening forms
- Informed consent
- Knowledge questions template (if required)
- Observation of consultation record and feedback (Assessor)

**Tasks within the Personal Trainer Showcase that relate specifically (and holistically) to the Bespoke exercise programme design and Customised exercise programme instruction and communication techniques units**

### **Task 2 (programming, delivery and review)**

- Design and record a 12 week programme suitable for client's aims and goals
- (3x programme cards, 12 wk. programme, programme overview, session review)
- Teach a minimum of 3 sessions to chosen client (however, the assessor need not be present)
- Review each session and adapt programme as necessary
- Knowledge questions (if required)

**12 week programme (detailed programme cards)** – Following the observed consultation, the learner will need to complete **3 detailed programme cards** for sessions **based on a 12 week programme**. The three detailed cards can be programs for any weeks within the 12 week period. The 12 week programme should be based on a minimum of 1x 60 min session per week.

The learner can adapt the template provided but will need to ensure they can meet all the required learning outcomes.

The sessions should be designed for the same client and should relate to the information on the client profile/goal setting and reflect any of the considerations highlighted on these forms. The learner should be made aware that they will be implementing one of these sessions during the exercise instruction element as part of their showcase.

The Learner must ensure that across the 3 programme cards the following is included:

- appropriate warm up activities relevant to the client and the session
- cardiovascular approaches relevant to client goals which could include: (CV machines or alternatives may be used as appropriate)
  - interval
  - fartlek
  - continuous
- approaches to resistance training (training systems) **relevant to client and goals**
- the use of equipment when carrying out the above training systems which may include:
  - resistance machines
  - free weights (barbells, dumbbells and cables where available)
  - appropriate core stability exercises
- appropriate cool down include the use of proprioceptive neuromuscular facilitation (PNF) techniques as relevant to the client
- Each session should last 60 minutes and should contain exercises that are appropriate to the client's needs and goals for the following components:
  - warm up
  - cardiovascular training
  - muscular fitness training
  - core stability
  - cool down including flexibility.

**12 week programme overview (interim sessions)** - the overview needs to show an outline of sessions **not detailed in the 3 detailed session plans.**

The learner can adapt the template provided but they need to ensure they have included:

- information on how the programme has adapted over the 12 week period
- all components of fitness and progressions of the exercise variables (FITT) should be outlined at each stage of the programme overview
- advice on activities for daily living (ADLs) and training in other environments (such as home, office and outside).

The learner needs to teach a minimum of 3 sessions to the client (however, the assessor need not be present) to allow the learner to gain feedback and make adjustments to the 12 week programme overview and complete the session reviews. Evidence of these taking place should be recorded via the session review form (see below).

**Session review form** -The learner will be required to complete a session review form each of the 3 taught sessions. The learner will then need to make changes to the planned sessions (programme cards) and the 12 week programme overview based on the feedback they receive from the client and their own evaluation of the sessions; this will also link to the goals review (outlined below).

**Programme design record and feedback form** -This will be used by the assessor to review the completed paperwork. He or she may should then carry out a viva (discussion) with the learner to check the authenticity of the learners work and to ask any questions they may have about the content of the paperwork or check knowledge.

**Knowledge questions (if required)** -The assessor must review the evidence obtained during this task against the required learning outcomes which are detailed on the assessment record. If any areas are felt to be insufficient then, then may they conduct a question and answer session with the learner to clarify.

However the assessor is responsible for setting this and both the question and answer must be chronicled either by:

- digital recording of Learning Outcome: Question: Response, or
- written using the Knowledge questions template supplied

**Personal training paperwork provided by YMCA Awards for this task will include:**

- assessor and Learner guidance (programming, delivery and review)
- 12 week programme cards (copy as required)
- 12 week programme overview
- session review (3 implemented sessions)
- knowledge questions template (if required)
- summative programme design record and feedback (Assessor)

**Task 3 (Summative delivery and self-evaluation)**

- observed delivery of a personal training session relevant to the client and their goals
- completion of a self-evaluation form
- knowledge questions (If required)

The Learner should use the same client they used for assessments for the exercise programme design unit. This will allow them to select a session from across the 3 detailed programme cards they have already developed.

They will be assessed against the learning outcomes contained in the **Summative observation record and feedback** form and so they should familiarise themselves with the guidance provided prior to assessment.

There are 3 sections to the checklist:

1. **Planning and preparation** – The learner will be observed preparing a client for a session which will include a consultation and programme review with the client. They should select a programme from the 3 detailed programme cards to utilise for the observed session. The Assessor may choose to see the whole session or sections of it.
2. **Teaching** – The learner will be observed delivering a personal training session with a client and will have selected suitable exercises to cover the following:
  - appropriate warm up activities relevant to the client and the session
  - cardiovascular approaches relevant to client goals which could include: (CV machines or alternatives may be used as appropriate)
    - interval
    - fartlek
    - continuous
  - approaches to resistance training (training systems) **relevant to client and goals**
  - the use of equipment when carrying out the above training systems which may include:
    - resistance machines
    - free weights (barbells, dumbbells and cables where available)
    - appropriate core stability exercises
  - appropriate cool down include the use of proprioceptive neuromuscular facilitation (PNF) techniques as relevant to the client
3. **Ending a session and evaluation** – The learner will be observed ending the session and will also be required to complete the Self-evaluation and personal development plan immediately after it ceases (**this is a different form to the 3 session review cards they completed for unit 3.**) Note: They will need feedback from the client in order to complete this evaluation.

They should suggest and adaptations to sessions as a whole based on client feedback and results. (It also gives them an opportunity to highlight areas of professional development based on their experience and interests)

**Please note that, to ensure that the learner has demonstrated sufficient skills to be observed delivering a final (summative) personal training session they must firstly complete and be assessed as competent for Learner Log Sections B and C (Assessment element 4)**

### Assessment guidance

The learner needs to pass every section with sufficient coverage of learning outcomes within the 'Programme design record and feedback form' – summative observation in order to achieve a pass for this assessment. The 3 sections to the checklist are as follows. Each section can be achieved independently:

1. **Planning and preparation** – The learner must meet every learning outcome. Assessors must comment via written evidence as to how the learner has achieved the learning outcomes (see

guidance/descriptors in the learner assessment record).The assessor may choose to see the full section again should there be insufficient evidence the learner has met the relevant learning outcomes.

2. **Teaching** – The learner must meet every learning outcome in each session component eg, Warm up to Flexibility to pass this section. Assessors must comment via written evidence as to how the learner has achieved the learning outcomes (see guidance/descriptors in the learner assessment record). The assessor may choose to see the full section again should there be insufficient evidence the learner has met the relevant.
3. **Ending a session, evaluating and personal development plan** – The learner must meet every learning outcome (see guidance/descriptors in the learner assessment record). The assessor may choose to see the full section again should there be insufficient evidence the learner has met the relevant.

**Knowledge questions (if required)** – The assessor must review the evidence obtained during this task against the required learning outcomes which are detailed on the assessment record. If any areas are felt to be insufficient then, then may they conduct a question and answer session with the learner to clarify.

However the assessor is responsible for setting this and both the question and answer must be chronicled either by:

- digital recording of Learning Outcome: Question: Response, or
- written using the Knowledge questions template supplied

### **Personal training paperwork provided by YMCA Awards will include:**

The learner will choose 1 of the 3 sessions from their planned programme to be observed by the assessor.

- assessor and Learner guidance (Summative delivery and self-evaluation)
- self-evaluation form
- observation record and feedback (Assessor)
- knowledge questions template (if required)
- a Pre-planned session (from your programme) will also be required

### **Tasks within the Personal Trainer Showcase that relate specifically to Nutrition to support physical activity unit**

#### **Task 4 (Nutritional consultation)**

- Nutritional consultation
- Completion of the nutritional consultation template
- Knowledge questions (If required)

**Nutritional consultation** – **The client should be the same individual as used throughout the showcase** and be apparently healthy who does not require nutritional intervention from a doctor/dietician or nutritionist eg, diabetic, Crohn’s disease, eating disorder.

The learner is required to demonstrate their ability to safely and effectively provide a nutritional consultation and be able to interpret the information obtained to incorporate into a programme design

**Knowledge questions (if required)** – The assessor must review the evidence obtained during this task against the required learning outcomes which are detailed on the assessment record. If any areas are felt to be insufficient then, then may they conduct a question and answer session with the learner to clarify.

However the assessor is responsible for setting this and both the question and answer must be chronicled either by:

- digital recording of Learning Outcome: Question: Response, or
- written using the Knowledge questions template supplied

### **Assessment materials supplied by YMCA Awards:**

- Assessor and Learner guidance (Nutritional consultation)
- Nutritional consultation template
- Knowledge questions template (if required)
- Nutrition assessment record and feedback (Assessor)

**Tasks within the Personal Trainer Showcase that relate specifically to Business acumen unit.**

### **Task 5 (Business project)**

- Completion of a business/marketing plan
- Recorded knowledge questions (If required)

The learner must conduct market research and develop an authentic marketing plan for their proposed personal training business (a Business and marketing plan template is supplied to aid them with this task)

This must include:

- **Company information** – Details about the Learner’s proposed company’s name and social media handles. The learner also has an opportunity to outline their thoughts behind the company name.
- **Business overview** – The learner will outline the service or services that their business will be offering. The learner will also outline the company’s mission statement.
- **Market research** – The opportunity for the learner to develop detailed knowledge of their competitors and potential customer base. The learner will be required to research competitors within their local area and develop a questionnaire which is to be answered by prospective clients. In addition, the learner will analyse their business offering in the form of swot/pest analysis.
- **Business aims and objectives** – The learner should document their business goals for the immediate term and their long-term aspirations. It will also be a chance for them to fully define the target market for their product or service.

- **Marketing plan** – The learner is required to outline their marketing activity at various stages or their first year of business. This will include social media strategy, advertising plans, and prospective deals and discounts. They will also have to develop a method by which they intend to promote their services.
- **Knowledge questions (if required)** – The assessor must review the evidence obtained during this task against the required learning outcomes which are detailed on the assessment record. If any areas are felt to be insufficient then, then may they conduct a question and answer session with the learner to clarify.

However the assessor is responsible for setting this and both the question and answer must be chronicled either by

- digital recording of Learning Outcome: Question: Response, or
- written using the Knowledge questions template supplied

**Assessment materials supplied by YMCA Awards:**

- Assessor and Learner guidance (Business project)
- Business and marketing plan (template)
- Project assessment record and feedback (Assessor)



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