

RECOGNITION OF PRIOR LEARNING PACK



DIPLOMA IN PERSONAL TRAINING



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Introduction

This pack is designed for fitness professionals offering personal training services in India prior to the creation of the Register of Exercise Professionals India Foundation (REPS India). It will support you to gain a recognised Diploma in Personal Training certificate through Recognition of Prior Learning (RPL) that will give you entry to the register.

REPS India is a non-profit organisation working with the country's fitness industry to ensure that all exercise professionals are suitably knowledgeable and qualified to deliver safe and effective exercise instruction, and to promote health and wellbeing in Indian society. Its aim is to raise the standard and profile of fitness in India and allow it to meet its potential as a positive influence in the lives and health of all Indians.

All qualifications that give entry to REPS India are accredited by PD:Approval and have been checked to ensure they meet the REPS India Global Standards for recognition by REPS India. PD:Approval has over 50 years of knowledge and experience in standards setting, quality assurance and structuring frameworks to strengthen training and education in the health and fitness sector. We are working with REPS India to provide a standardised qualification structure for the fitness sector's professionals.

Our main functions are to

- Raise sector standards by implementing professional recognition through a quality assurance kitemarking process.
- Provide security and support to learners throughout their training.
- Certificate successful learners with an official hologrammed record of their achievement.

If you have any concerns or queries about the RPL process or the accredited training provider delivering it, please first discuss them with your training provider. If you still require support for this or anything else about the RPL process, please contact us:

- Email: repsindia@pdapproval.com
- Telephone: +44 (0) 333 577 0908
- Instant Chat: Tawk To (accessible on every page of our [website](https://www.pdapproval.com))

We look forward to supporting you to achieve REPS India recognition.

The Professional Development Team

PD:Approval

www.pdapproval.com/repsindia

About RPL

REPS India understands that there are numerous prospective members who have expertise and/or experience in the health and fitness sector but no recognised qualification to gain membership of REPS India. These may include individuals with:

- International qualifications
- Higher education degrees
- Years of experience but no formal qualification

To support you to meet the relevant REPS India standards, PD:Approval has created the RPL route to attain a full, recognised qualification.

RPL is a process that gives individuals with learning and experience in the health and fitness sector the opportunity to go straight to the final assessment without undertaking an entire qualification. This process is carried out by an approved training provider which has been accredited by PD:Approval to deliver and assess qualifications that are recognised by REPS India.

In order for you to gain certification in the category you require e.g. Fitness Instructor, Group Exercise, Personal Trainer, the training provider must be satisfied that you have the necessary knowledge and skills to meet the criteria specified by REPS India, in order to achieve a pass when you undertake the assessment.

Your accredited provider will measure your current skills and knowledge in health and fitness against the requirements of the recognised qualification, and will then support you to fill any gaps to ensure you have the best chance of successfully completing the assessment.

Once you have passed the assessment you will be provided with the official PD:Approval qualification certificate which can then be used to join the register.

Finding an accredited training provider

Visit the [PD:Portal](#) and open the Membership filter on the lefthand side. Select **REPS India** to find a PD:Approval endorsed provider that can take you through the assessment process.

The training provider will charge a fee for the RPL process. You should speak to a number of providers in order to choose the one that best suits you.

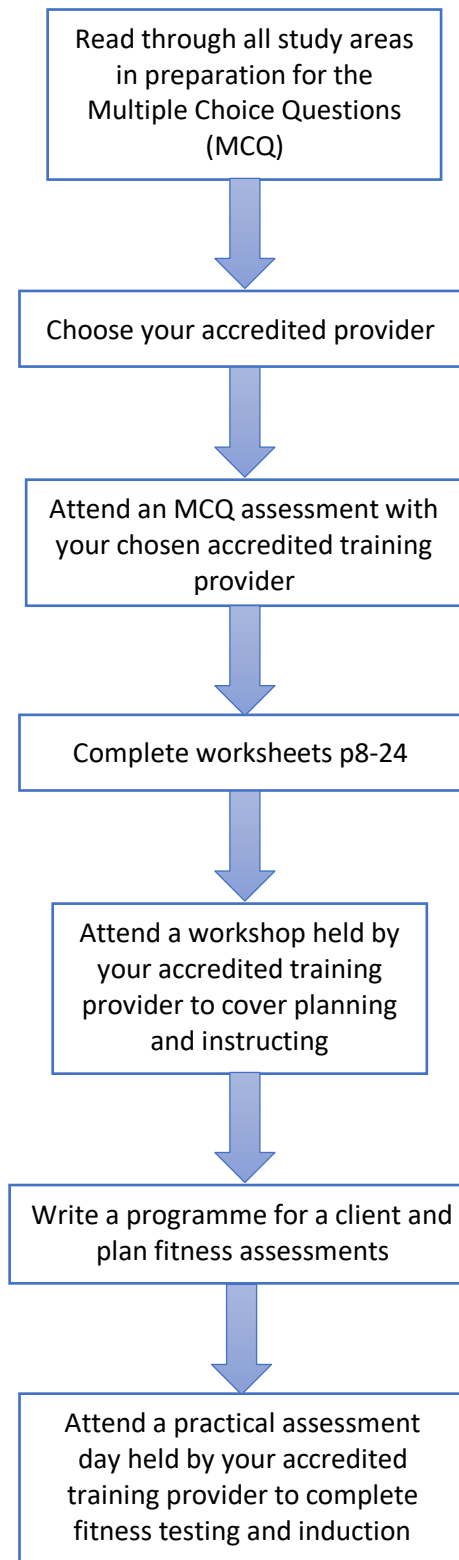
Please note: If you fail 1-3 MCQ modules by not achieving 70% for each section, you will be able to resit just the modules you failed. If you fail any of the modules again, you would need to complete the full course as you don't have sufficient knowledge to continue. Your accredited training provider will provide you with feedback on the areas that you have failed and, should you wish to take up their offer to complete the full course, will advise you of the additional fees (which may vary according to different accredited training providers).

Next steps

1. Contact a PD:Approval accredited training provider about the RPL process.
2. Have an interview with the training provider to discuss your RPL requirements.
3. Complete the MCQs.
4. If you have passed the MCQs, complete the worksheets in this RPL Assessment Pack.

RPL Flowchart

Ensure you complete the following tasks:



RPL Structure

Summary of the RPL assessments you will be required to complete:

1. Prepare for Multiple Choice Question (MCQ) paper
2. Five worksheets
 - The importance of health screening Worksheets
 - Provide motivation and support Worksheets
 - Support behaviour change and adherence Worksheets
 - Promote healthy eating and physical activity Worksheets
 - Promote health and safety Worksheets
3. Complete the Business Plan
4. Prepare session plans and fitness assessments for clients
5. Prepare for two practical assessments
 - Practical observation of fitness assessment and analyse results
 - Practical observation of teaching

Note: for the purpose of this Qualification:

The **Learner** is the person completing the Qualification.

The **Tutor** is the person delivering the knowledge for the Qualification.

The **Assessor** is the person assessing your Qualification.

The **Client(s)** are the real person/people that your assessments are based on

REPS India Global Standards

The following table highlights the subject areas covered in the RPL process which ensures you have met the REPs India Global Standards for the Diploma in Personal Trainer. Each unit also has a form of assessment which can be found within this pack. *Please note the unit code given in brackets refers to the REPS India Global Standards.*

Unit	RPL Assessment(s)
Unit 1 (A1): Conduct health screening and assess client exercise preferences, barriers and goals	The importance of health screening worksheets
Unit 2 (A2): Carry out client fitness assessments	Practical observation of fitness assessment and analyse results
Unit 3 (B1): Apply principles of anatomy and physiology in a fitness context	Multiple Choice Question (MCQ)
Unit 4 (D1): Provide motivation and support as part of exercise instruction	Provide Motivation and Support Worksheets
Unit 5 (D2): Support long term behaviour change by monitoring client exercise adherence and applying motivational techniques	Support behaviour change and adherence Worksheets
Unit 6 (D3): Promote healthy eating and physical activity	Promote healthy eating and physical activity Worksheets
Unit 7 (C3): Apply the principles of nutrition and weight management to programme design	Multiple Choice Questions (MCQ)
Unit 8 (G1): Promote health and safety in a fitness environment	Promote health and safety Worksheets
Unit 9 (H1): Provide customer service in health and fitness	Multiple Choice Questions (MCQ)
Unit 10 (I1 and J1): Develop professional practice and personal career in the health and fitness industry	1. Multiple Choice Questions (MCQ) 2. Business Plan
Unit 11 (B3 and C1): Plan exercise training programmes	Plan a session using set case studies
Unit 12 (C4): Apply the principles of exercise science to programme design	Multiple Choice Questions (MCQ)
Unit 13 (B3 and B8): Instruct, supervise and deliver training programmes	1. Practical observation of teaching 2. Reflective statement
Unit 14 (C2): Manage, review, adapt and evaluate personal training programmes	Reflective Statement

Worksheets

The Importance of Health Screening worksheet – Learner to complete

Learner's Name	Date

1. Why is it important to screen clients before working with them? (4 marks)
2. How can you collate the relevant information on your client? (2 marks)
3. Describe two ways which you can establish a good rapport with your clients. (2 marks)
4. Describe the principles of informed consent. (2 marks)
5. What would be a good method of collecting information for a beginner client (2 marks)
6. Describe why you choose the above method of collecting information for a beginner client (2 marks)
7. Describe why you choose the above method of collecting information for a beginner client (2 marks)

8. List 6 pieces of information that you could collect during your initial assessment with your client **(6 marks)**

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9. Explain your role and responsibilities as a personal training in relation to your client **(2 marks)**

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10. List two reasons why you may need to temporarily defer exercise and/or referral to another professional for medical clearance before beginning any activities with a client **(2 marks)**

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Assessor feedback – Assessor to complete

Criteria No	Assessor Feedback

PASS/REFER (100% criteria must be met to pass)

Learner's Name		Signature		Date	
Assessor's Name		Signature		Date	
IQA's name		Signature		Date	

Provide Motivation and Support as Part of Exercise Instruction worksheet - Learner to complete

Learner's Name	Date

1. Based on relevant guidelines (please specify guidelines used/researched), describe the amount of physical activity required to achieve health benefits. (2 marks)
2. Describe the stages of change model (add reference) a person may go through when considering taking part in regular exercise. (2 marks)
3. Describe two different behaviour change approaches that can be used to encourage adherence to exercise. (2 marks)
4. List two different incentives and rewards that can strengthen clients' motivation and adherence that can be specific to different clients. (2 marks)
5. Describe how to interpret client responses to exercise and instruction, including body language and other forms of behaviour when undertaking exercise. (2 marks)
6. Explain why it is important to form effective working relationships with clients. (2 marks)
7. Describe 2 different communication skills and explain how each can be used to assist clients with motivation. (2 marks)

8. Explain the importance of valuing equality and diversity when working with clients. (2 marks)
9. Why is it important to be positive, sensitive and polite in responding to a client's complaint? (2 marks)
10. Describe a standard complaint handling procedure that generally operates within the fitness industry. (2 marks)

Assessor feedback – Assessor to complete	
Criteria No	Assessor Feedback

PASS/REFER (100% criteria must be met to pass) 20/20					
Learner's Name		Signature		Date	
Assessor's Name		Signature		Date	
IQA's name		Signature		Date	

Support Behaviour Change and Adherence worksheet – Learner to complete

Learner's Name	Date

<p>1. Describe behavioural strategies and principles to enhance exercise, health behaviour change and lifestyle modifications to include: (5 marks)</p> <ul style="list-style-type: none"> • cognitive processes • behavioural processes • changes to exercise behaviour • changes to dietary intake • lifestyles changes
<p>2. Describe stages of motivational readiness and processes of change. (6 marks)</p>
<p>3. List 3 different models/techniques used to understand and enhance motivation and achievement. (3 marks)</p>
<p>4. Describe two different strategies to improve exercise adherence. (2 marks)</p>
<p>5. List 2 personal and environmental factors which can affect exercise adherence. (2 marks)</p>
<p>6. Describe the role of intrinsic and extrinsic motivation in exercise behaviour. (2 marks)</p>

7. List a method for each of the following: (3 marks)
<ul style="list-style-type: none"> • evaluating self-motivation • evaluating self-efficacy • evaluating readiness for behaviour change
8. Describe the arousal and anxiety theory, and its relationship to exercise performance, adherence and behaviour change. (3 marks)
9. List 5 different barriers to exercise. (5 marks)

Assessor feedback – Assessor to complete	
Criteria No	Assessor Feedback

PASS/REFER (100% criteria must be met to pass) 31/31					
Learner's Name		Signature		Date	
Assessor's Name		Signature		Date	
IQA's name		Signature		Date	

Promote Healthy Eating and Physical Activity worksheet

Learner's Name	Date

1. Describe the structure and function of the digestive system and the effect of healthy eating on other major body systems. (2 marks)
2. Describe the dietary role of: (4 marks)
<ul style="list-style-type: none"> • Carbohydrates • Fat • Protein • Water • Lipids • Cholesterol
3. Describe the dietary role of: (4 marks)
<ul style="list-style-type: none"> • water soluble vitamins C and B • fat soluble vitamins A, D, K and E
4. Describe the importance of hydration to a client's performance. (2 marks)

5. Explain the energy balance equation. **(2 marks)**

6. Give 2 health risks of poor nutrition. **(3 marks)**

7. Give 2 circumstances when you would refer a client to visit either their GP or another professional. **(2 marks)**

8. Give two reasons why is it important to obtain a client's informed consent before you begin collecting dietary information. **(2 marks)**

9. Give two reasons why is it important for the client to agree to the dietary recommendations. **(2 marks)**

10. Describe briefly the role of the body's energy systems in the storage and utilisation of energy substrates for energy production. **(4 marks)**

11. Describe two strategies to promote body satisfaction when providing information about exercise, physical activity, fitness testing and healthy eating options. **(4 marks)**

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Assessor feedback

Criteria No	Assessor Feedback

PASS/REFER (100% criteria must be met to pass)

Learner's Name		Signature		Date	
Assessor's Name		Signature		Date	
IQA's name		Signature		Date	

Promote Health and Safety in a Fitness Environment worksheet – Learner to complete

Learner's Name	Date

1. What is meant by health and safety in a fitness environment? (2 marks)
2. Identify 5 potential risks that could be found within a health and fitness environment. (5 marks)
3. Who is the most important person when you are delivering a fitness session to a client? (1 mark)
4. Name 2 emergencies that could occur within a fitness environment and how you would deal with them? Consider what procedures you would follow, including which individuals you would contact and why. (4 marks)
5. List a consideration for each of the following group when dealing with an emergency: (3 marks)
<ul style="list-style-type: none"> • children • older adults • disabled users
6. Why is it important to follow emergency procedures calmly and correctly? (1 mark)

7. List 4 precautions you might take as an instructor to ensure the health and safety of your client and other users of a fitness facility? (4 marks)
8. Give 2 considerations you need to evaluate before deciding whether an exercise was appropriate for a client. (2 marks)
9. What kind of procedures may be in place for accident and illness reporting. (2 marks)
10. Describe a procedure for checking equipment and dealing with any items that are unsafe. (2 marks)
11. Give 2 reasons why you should leave the environment in a condition acceptable for future use by yourself and others. (2 marks)
12. Who could you refer any health, safety or welfare issues to, in accordance with legal and organisational procedures? (1 mark)
13. List 5 items that are required to be kept in a first aid kit/first aid area. (5 marks)
14. Describe a fitness instructors' duty of care. (2 marks)
15. Give two reasons why hygiene is important in a fitness environment. (2 marks)

16. Give **two** examples of how you can help to manage hygiene in a fitness environment. **(2 marks)**

17. Why is it important to check all equipment regularly? **(2 marks)**

18. Describe 3 points from the code of conduct or code of ethical practice relevant to your practice. **(3 marks)**

Assessor feedback – Assessor to complete

Criteria No	Assessor Feedback

PASS/REFER (100% criteria must be met to pass) 45/45

Learner's Name		Signature		Date	
Assessor's Name		Signature		Date	
IQA's name		Signature		Date	

Principles of Exercise worksheet – Learner to complete

Learner's Name	Date

1. Describe the specific structure and roles of: **(6 marks)**

- the central nervous system (CNS)
- the peripheral nervous system (PNS) including
 - somatic and autonomic systems
 - nervous control and transmission of a nervous impulse
 - a neuron

2. Describe structure and function of muscles to include: **(10 marks)**

- cellular structure of muscle fibres
- sliding filament theory
- effects of different types of exercises on muscle fibre type
- muscle attachment sites for the major muscles of the body
- structure, range of motion and function of muscles, muscle groups and directional terms
- location and function of skeletal muscle involved in physical activity
- a motor unit
- muscle proprioceptors
- the stretch reflex

3. Describe reciprocal inhibition and its relevance to exercise. **(2 marks)**

4. Describe the neuromuscular adaptations associated with exercise/ training. (2 marks)
5. Give 2 benefits of improved neuromuscular coordination/ efficiency to exercise performance (2 marks)
6. Give examples of 2 forces which act on the body during exercise. (2 marks)
7. List 3 common biomechanical terms used to qualify the basic principles of biomechanics. (3 marks)
8. Describe the effect of changes in lever length on muscle force output in both anatomical and mechanical lever when instructing fitness activities. (4 marks)
9. Describe the structure and function of the stabilising ligaments and muscles of the spine. (4 marks)
10. Describe the local muscle changes that can take place due to insufficient stabilisation. (4 marks)
11. List four potential effects of poor posture on movement efficiency. (4 marks)

12. Analyse the benefits, risks and applications of the following types of stretching: **(3 marks)**

- static (passive and active)
- dynamic
- Proprioceptive neuromuscular facilitation (PNF)

13. List four different exercises that can improve posture. **(4 marks)**

14. Describe the function and structure of the following: **(4 marks)**

- the heart valves
- coronary circulation

15. Give 2 short and 2 long term effects of exercise on blood pressure, including the Valsalva effect. **(4 marks)**

16. Describe the cardiovascular benefits and risks of endurance/aerobic training. **(4 marks)**

17. List the blood pressure classifications and associated health risks. **(4 marks)**

18. Explain the contribution of energy according to: (6 marks)
<ul style="list-style-type: none"> • duration of exercise/activity being performed • type of exercise/activity being performed • intensity of exercise/activity being performed
19. Describe the by-products of the three energy systems and their significance in muscle fatigue. (3 marks)
20. Give 2 examples of the effects of exercise on bones and joints including the significance of weight bearing exercise. (2 marks)
21. Describe delayed onset of muscle soreness (DOMS). (2 marks)
22. List 2 exercises or techniques likely to cause delayed onset of muscle soreness. (2 marks)
23. Identify the short and long-term effects of different types of exercise on muscle. (4 marks)
24. Analyse the benefits and limitations of different methods of monitoring exercise intensity including: (4 marks)
<ul style="list-style-type: none"> • the talk test • Rate of Perceived Exertion (RPE)

Assessor feedback – Assessor to complete	
Criteria No	Assessor Feedback

PASS/REFER (100% criteria must be met to pass) 99/99					
Learner's Name		Signature		Date	
Assessor's Name		Signature		Date	
IQA's name		Signature		Date	

MCQ Papers - Learner's information

Revision for Multiple Choice Question paper

The following knowledge is assessed in the MCQs, so please ensure your knowledge is up to date. The MCQ paper for RPL consists of the following modules – please read through all the study areas below in preparation. If you do not feel you are competent in these areas, please discuss it with your accredited training provider.

Apply principles of Anatomy and Physiology in a fitness context	
The structure and function of the skeletal system	The structure and function of Joints in the skeleton
The structure and function of the circulatory system	The structure and function of the respiratory system
The structure and function of the muscular system	The structure and function of the nervous system
The body's systems in relation to exercise planning and instruction	The integrated monitoring and control of skeletal muscle contraction by the nervous system to exercise planning, programming and instruction
Which joints and muscles are being utilised in an exercise and their role in the movement.	Postural alignment
Neuromuscular adaptations associated with exercise/ training	The body's energy systems
The immediate physiological responses and physiological adaptations of the body's systems to exercise	The effects of starting, continuing and stopping, different types of training, described in terms of their physiological responses
Apply the principles of nutrition	
the Principles of balanced nutrition	The nutritional requirements and hydration needs of clients engaged in physical activity
Customer service and professional practice	
Maintain personal presentation	Communicate effectively with clients
Provide customer service to clients	Respond effectively to client complaints
Principles of exercise science to programme design	
Biomechanics and programme design	Physiology and programme design
The short and long term effects of different types of exercise on the body	Method for monitoring intensity
Physiological responses to physical activity in various environmental conditions	The by-products of the three energy systems and their significance in muscle fatigue

In order to pass the theory paper, learners must achieve a minimum score of 70% per module.

Once you have completed your revision, contact your accredited training provider to request an invigilated MCQ assessment. On completing the MCQ paper successfully, you will be able to attend the accredited training provider workshop to cover planning and instructing knowledge.

Personal Training Programme

Write a programme card choosing one of the case studies below.

Personal Training Programme Cards guidance – Learner to read and complete

To complete this part of the assessment you will need to create a Personal Training programme for both of the case study clients.

Below is guidance to help you write your three Personal Training programme cards. Read through the marking checklist to ensure you have met all the criteria.

1. Design an exercise plan format and structure that is appropriate to the client and the specific target adaptation.
2. Plan a range of exercises to help clients achieve their objectives, goals, preferences, injury and health profile, covering:
 - cardiovascular (CV) fitness
 - muscular fitness
 - flexibility
 - motor skills
 - core stability
3. Plan using a range of fitness equipment (see exercise choices)
4. Identify the resources needed for the programme, including:
 - Environment for the session
 - Portable equipment
 - Fixed equipment
 - The use of environments not designed for exercise, you will need to include an obtained permission letter for use of public spaces if required
 - If you plan to use music, please include detail regarding the music.
5. Provide alternatives to the programmed exercises/physical activities if clients cannot take part as planned.

Each Personal Training programme must contain the following components:

Warm up

You must include an appropriate warm up for each programme, including details of the intensity you are aiming to work your client at as well as any pre-exercise stretches (if appropriate).

CV machines

You must plan and instruct a minimum of two of the following types of CV training: (across the 3 programme)

- Interval
- Fartlek
- Continuous

Your CV component must be on a different piece of CV equipment to your warm up and your Personal Training programme must include details of the intensity of the CV session (e.g. % MHR, RPE etc.) plus any key coaching points for the type of equipment you are using.

The CV session must be a minimum of 15 minutes in duration (excluding warm up).

Resistance workout

This component must include resistance machines and free weights (includes cables, dumbbells and barbells).

You must plan and instruct a minimum of **two** of the following approaches to training using different exercises:

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

You must include a minimum of eight resistance exercises on your lesson plan, together with key coaching points, sets, repetitions, rest periods and intensity levels (i.e. % 1RM).

Core stability

There must be evidence that you have planned at least one core stability exercise (e.g. an exercise to improve muscles associated with stabilisation (local) and mobilisation (global)).

Cool down

There must include safe and effective cool down components for each programme, including relevant post-workout stretches. You must identify which muscles are being stretched and whether they are maintenance or developmental stretches.

Case study 1

Client details

Name: Steve Green

Address: 123 Church Lane

Age: 24

Lifestyle and health: He has very little gym experience, he has no injury or illness concerns. Eats reasonably healthy diet.

Occupation: accountant

Physical activity levels: low fitness level, beginner in terms of weight training

Summary of the client's attitude and motivation to exercise: Steve lacks motivation but is keen to get exercising.

Client's barriers to exercise: Steve struggles to find the time to exercise and has a busy family life.

Client's activity preference

Client's LIKES: Likes the idea of resistance training

Client's DISLIKES: Not too keen on running, but happy to try most pieces of CV

Fitness Goals – short and long term: Steve wants to build muscle

Case study 2

Client details

Name: Anna Green

Address: 123 Church Lane

Age: 40

Lifestyle and health: She has previously used the gym but focused on cardiovascular exercise. She has slightly high blood pressure at 145/90.

Occupation: School teacher

Physical activity levels: A relatively low level of fitness, however she does have experience in using the gym

Summary of the client's attitude and motivation to exercise: she is worried about exercising because of her blood pressure and is a bit nervous, she also finds exercising boring and hard work.

Client's barriers to exercise: worried about the effects on her health, is nervous and is worried she will hurt herself as she lacks experience.

Client's activity preference

Client's LIKES: Enjoys Cardiovascular training

Client's DISLIKES: Not too keen on weight training, but happy to give it a go. Doesn't enjoy doing lots of sit ups

Fitness Goals – short and long term: Anna wants to feel better, reduce her blood pressure and help to reduce stress caused by her work

Exercise choices you may be assessed on – Learner's information

Personal training – Equipment and training specifications	
Cardiovascular approaches to training	<ul style="list-style-type: none"> • Interval • Fartlek • Continuous
Gym based equipment	<ul style="list-style-type: none"> • cardiovascular machines • resistance machines • free weights – including barbells and dumbbells and cables where available • hydraulic • electronic and air-braked equipment
Portable equipment	<ul style="list-style-type: none"> • exercise balls • bars • steps • bands • abdominal assisters • cardiovascular equipment such as skipping ropes • free weight such as kettlebells
Correct lifting and passing techniques, including dead lifting the barbell safely from the floor and spotting	
Resistance approaches to training:	<ul style="list-style-type: none"> • Pyramid systems • super-setting • giant sets • tri-sets • forced repetitions • pre-/post-exhaust • negative / eccentric training • muscular strength, endurance / muscular fitness
Other training methods:	<ul style="list-style-type: none"> • Plyometric training systems

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Gym Instructor Programme Card – Learner to complete

Learner's Name	Date

Client's Name

Warm up			
Cardiovascular Machine (CV1)	Mode & Level	Duration	Notes
Warm up Exercises & Stretches (Dynamic/Static)	Equipment	Duration/Sets/ reps	Notes
Main CV Workout			
Cardiovascular Machine (CV2)	Mode & Level	Duration	Notes
Resistance Workout			
Exercises	Equipment	Duration/Sets/ reps	Notes
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
Core Stability Exercises			
Exercises	Equipment	Duration/Sets/ reps	Notes
Cool down			
Cardiovascular Machine (CV3)	Mode & Level	Duration	Notes
Exercise & Stretches (Dynamic/Static)	Equipment	Duration/Sets/ reps	

Personal Training Programme Cards x 2 – Assessor to complete

Learner's Name	Date

The learner requires a tick or a C in every box to achieve a pass. Questioning can be used and should be indicated by Q and then √ or R, depending on the outcome.

KEY: √ = Pass R = Refer Q = Question C = Pass with comment

The Learner:	Outcome
1. Planned 2 programmes to meet the client's needs	
2. Planned a range of exercises to help clients achieve their objectives and goals.	
3. Planned to use a suitable range of fitness equipment to include: <ul style="list-style-type: none"> Fixed, portable, resistance, free-weights, 	
4. Included a range of cardiovascular approaches (Interval, Fartlek, Continuous)	
5. Included a range of resistance approaches to the programme <ul style="list-style-type: none"> Pyramid systems super-setting giant sets tri-sets forced repetitions pre-/post-exhaust negative / eccentric training muscular strength, endurance / muscular fitness 	
6. Made sure exercises/physical activities were consistent with accepted good practice	
7. Identified the resources needed for the programme, including the use of environments not designed for exercise	
8. Applied the principles of training to help clients to achieve short, medium and long-term goals	
9. Ensured the components of fitness were built into the programme, to include some or all of the following across the programmes: <ul style="list-style-type: none"> cardiovascular fitness muscular fitness flexibility motor skills core stability 	
10. Provided alternatives to the programmed exercises/physical activities if clients could not take part as planned	
11. Recorded plans in a format that helped to implement the programme	
12. Used clear and structured forms when writing exercise plans and exercise programmes	
13. Planned safe and effective warm up activities across the programmes	
14. Planned safe and effective resistance programme across the programmes	
15. Planned safe and effective cardiovascular programme across the programmes	
16. Planned safe and effective core stability programme across the programmes	
17. Planned safe and effective cool down activities across the programmes (including relevant stretching)	

Assessor feedback – Assessor to complete	
Criteria No	Assessor Feedback

PASS/REFER (100% criteria must be met to pass) 99/99					
Learner's Name		Signature		Date	
Assessor's Name		Signature		Date	
IQA's name		Signature		Date	

Fitness Testing and Induction

Your training provider will let you know when to sit the practical assessment day to complete fitness testing and induction. Below are the forms your client (friend or peer) and you will need to complete.

Physical Activity Readiness Questionnaire (PAR-Q) – Client to complete at assessment

(Instructor to complete with client)

Client's Name	Date

Taking part in physical activity/exercise is very safe for most people. However, some people should check with their doctor before they start an exercise session. Before taking part in physical activity and/or exercise, please answer the questions below. If you are between the ages of 15 and 69, the PAR-Q will tell you if you should check with your doctor before you start. If you are over 69 years of age, and you are not used to being very active, check with your doctor.

Common sense is your best guide when you answer these questions. Please read the questions carefully and answer each one honestly: please tick YES or NO

1. Has your doctor ever said that you have a heart condition <u>and</u> that you should only do physical activity/exercise recommended by a doctor?	Yes/No
2. Is there any history of heart disease in your family?	Yes/No
3. Do you feel pain in your chest when you do physical activity/exercise?	Yes/No
4. In the past month, have you had chest pain when you were not doing physical activity/exercise?	Yes/No
5. Do you lose your balance because of dizziness or do you ever lose consciousness?	Yes/No
6. Do you have a bone or joint problem (for example, back, knee or hip) that could be made worse by a change in your physical activity? (if so, please give details)	Yes/No
7. Do you suffer from any of the following: asthma; diabetes; epilepsy; high blood pressure? (if so, please give details)	Yes/No
8. Do you have any other medical or physical condition (such as diabetes, cancer, osteoporosis)?	Yes/No
9. Do you have any current injuries or conditions, and if so, are they being treated by a doctor or other health professional such as a physiotherapist? (if so, please give details)	Yes/No
10. Do you know of <u>any other reason</u> why you should not do physical activity/ exercise?	Yes/No

If you answered YES to any of the questions above, please check with a member of staff before taking part in the physical activity or exercise session. It may be necessary for you to be referred to your doctor before taking part in the session.

If you answered NO to all questions, you can be reasonably sure that you can safely take part in the physical activity or exercise sessions, but please ensure that you begin slowly, warm up appropriately and progress slowly.

Assumption of Risk: *I declare that I have read, understood, and answered honestly all the questions above. I am agreeing to participate in the exercise session (which may include aerobic, resistance, power and stretching exercises) and understand that there may be risks associated with physical activity.*

I have read, understood and completed this questionnaire. Any questions I had were answered to my full satisfaction.

Client's Signature	Date

Informed Consent – Client to complete at assessment

General statement

I understand that this physical fitness programme includes exercises to build the cardiorespiratory system (heart and lungs), the musculoskeletal system (muscles, joints and bones) and to improve body composition.

Exercise may include aerobic activities such as treadmill, running, walking, bike, rowing, group aerobic activities, weight training and exercises for mobility and flexibility.

I understand that it is my responsibility to inform the instructor of any health problems, injuries, pregnancy's or recent pregnancies or any other health conditions that is relevant to me exercising.

In the event that medical clearance must be obtained prior to my participation in the exercise programme, I agree to consult my physician and obtain written permission from my physician prior to the commencement of any exercise programme.

I understand that I am responsible for monitoring my own condition throughout any exercise programme. Should any unusual symptoms occur I will stop my participation and inform my instructor of the symptoms immediately. I also understand that I may discontinue the sessions at any time due to adverse symptoms and that I should inform my instructor accordingly.

In signing the consent form I affirm that I have read this form in its entirety and that I understand the nature of the practical exercise sessions. I also confirm that my questions regarding the exercise programme have been answered to my satisfaction.

Instructor's Name	
Client's Name	
Client's Signature	
Date	

Initial Assessment – Learner to complete at assessment on the client

Physical Measurements and Fitness Assessments Record

Client's Name	
Instructor's Name	
Date	

Assessment (circle chosen test)	Results/Observations	Choices and reason for choice If these tests were not carried out, please explain/justify your reason
Blood pressure <ul style="list-style-type: none"> Manual or digital 		
Anthropometrics (pick One) <ul style="list-style-type: none"> BMI waist circumference waist to hip ratio 		
Body composition <ul style="list-style-type: none"> Skinfolds Callipers or Bio-electrical impedance 		
muscular strength and endurance (Pick One) <ul style="list-style-type: none"> sit-up press up back extension repetition maximum tests (bench press, squat, deadlift) 		
Cardiovascular fitness (Pick One) <ul style="list-style-type: none"> Balke treadmill Astrand Bike test other ergometer tests 		
Posture and Alignment observation (complete full body) <ul style="list-style-type: none"> head shoulders pelvis and lumbar spine knees feet and ankles 		

Analyse the Fitness Assessments Results – Learner to complete

Client's Name	
Instructor's Name	
Date	

Analysis the results of the assessments against standard benchmarks eg ACSM/ACE guidelines

Highlight areas of strength	Highlight areas to work on

Recommendations for the client's exercise programme

Assessor feedback – Assessor to complete	
Criteria No	Assessor Feedback

PASS/REFER (100% criteria must be met to pass)					
Learner's Name		Signature		Date	
Assessor's Name		Signature		Date	
IQA's name		Signature		Date	

Observation of Client Interview checklist – Assessor to complete

Learner's Name	Date

The learner requires a tick or a C in every box to achieve a pass. Questioning can be used and should be indicated by Q and then V or R, depending on the outcome.

KEY: V = Pass R = Refer Q = Question C = Pass with comment

The Learner:	Outcome
1. Chose fitness assessments appropriate to client's current fitness capacity and readiness to participate	
2. Explained the aims of the planned fitness assessments to the client and described what these assessments will involve	
3. Organised the equipment so that fitness assessments can be carried out as planned	
4. Demonstrated correct use of fitness assessment equipment	
5. Implemented planned physical fitness assessments, using the correct tools, methods and protocols to enable client's fitness capabilities to be assessed accurately	
6. Used correct formats for recording information, ensuring information is accessible for consideration during retesting in the future	
7. Used alternative methods of data collection where the test is not appropriate for client needs and readiness	
8. Applied effective contingency management techniques to deal with a range of problems and issues that may arise during fitness assessments	
9. Showed empathy for clients and put clients at ease during the fitness assessment process.	
10. Took account of all relevant safety considerations, including client monitoring during fitness assessments	
11. Recorded fitness assessment results in a way that will help to analyse them	
12. Provided feedback to clients in a suitable method and using basic language which is free of jargon	
13. Treated client information with sensitivity and discretion	
14. Made informed recommendations to clients on appropriate exercise programmes	
15. Referred any clients whose needs and potential they cannot meet to another professional, including more experienced/ qualified fitness professionals	
16. Maintained client confidentiality and ensured ethical and compliant collection of information.	
17. Followed legal and organisational requirements for data protection and confidentiality	

Assessor feedback – Assessor to complete	
Criteria No	Assessor Feedback

PASS/REFER (100% criteria must be met to pass)					
Learner's Name		Signature		Date	
Assessor's Name		Signature		Date	
IQA's name		Signature		Date	

Business Plan – Learner to complete

You are required to complete a business plan using the template included in this pack. The business plan can be based on your current Personal training business or your proposed personal training business. Familiarise yourself with the business plan marking checklist to ensure you have covered all the criteria.

Business name:

Owner(s) name:

Business email address:

SECTION ONE

1.1 Business summary:

1.2 Business aims:

1.3 Financial summary:

1.5 Strapline or Mission Statement:

SECTION TWO

2.1 Why do you want to run your own business?

2.2 Previous work experience:

2.3 Qualifications and education:

2.4 Details of future training courses you want to complete:

SECTION THREE: Products and services

3.1 What are you going to sell?

- ☐ a product
- ☐ a service
- ☐ both

3.2 Describe the services and products you are going to sell, detail the packages etc

SECTION FOUR: The market

4.1 Are your customers:

- ☐ individuals
- ☐ businesses
- ☐ both

4.2 Describe your typical customer:

4.3 Where are your customers based?

4.4 What prompts your customers to buy your product/service?

4.5 What factors help your customers choose which business to buy from?

4.6 Have you sold products/services to customers already?

☐ yes

☐ no

If you answered 'yes', give details:

4.7 Have you got customers waiting to buy your product/service?

☐ yes

☐ no

If you answered 'yes', give details:

SECTION FIVE: Market research

5.1 Key findings from 'desk research':

SECTION SIX: Marketing strategy

What are you going to do?	Why have you chosen this marketing method?	How much will it cost?
TOTAL COST		

SECTION SEVEN: Competitor analysis

7.1 Table of competitors

Name, location and business size	Product/service	Price	Strengths	Weaknesses

7.2 SWOT analysis

<u>Strengths</u>	<u>Weaknesses</u>
<u>Opportunities</u>	<u>Threats</u>

7.3 Unique Selling Point (USP)

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SECTION EIGHT: Operations and logistics

8.1 Production

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8.2 Delivery to customers

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8.3 Payment methods and terms

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8.4 Suppliers

Name and location of supplier	Items required and prices	Payment arrangements	Reasons for choosing supplier

8.5 Premises

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8.6 Equipment

Item required	Already owned?	If being bought		
		New or second hand?	Purchased from	Price

8.7 Transport

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8.8 Legal requirements

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8.9 Insurance requirements

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8.10 Management and staff

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SECTION NINE: Financial forecasts

9.1 Sales and costs forecast

	Month	1	2	3	4	5	6	7	8	9	10	11	12	Total
	Number of clients x cost per session													
	Sales forecast													

	Assumptions (e.g. Seasonal trends)	
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9.2 Personal budget

Section	Item	Estimated monthly cost
Estimated costs	Mortgage/rent	
	Council tax	
	Gas, electricity and oil	
	Water rates	
	All personal and property insurances	
	Clothing	
	Food and housekeeping	
	Telephone	
	Hire charges (TV, DVD etc.)	
	Subscriptions (clubs, magazines etc.)	
	Entertainment (meals and drinks)	
	Car tax, insurance, service and maintenance	
	Children's expenditure and presents	
	Credit card, loan and other personal debt repayments	
	National Insurance	
	Other	
Estimated total costs		
Estimated income		
Estimated profit		

SECTION TEN: Back-up Plan

10.1 Short-term plan

10.2 Long-term plan

10.3 Plan B

Business Plan Marking Checklist - Assessor to complete

Learner's Name	Date

The learner requires a tick or a C in every box to achieve a pass. Questioning can be used and should be indicated by Q and then V or R, depending on the outcome.

KEY: V = Pass R = Refer Q = Question C = Pass with comment

The Learner:	Outcome
1. Developed a marketing and sales strategy	
2. Completed market research for their personal training services	
3. Analysed how to cost services at a level that will be affordable and competitive	
4. Completed desk research	
5. Considered ways of presenting their services and products	
6. Set a marketing plan	
7. Carried out a competitor analysis	
8. Carried out a SWOT analysis	
9. Considered their USP	
10. Considered operations and logistics	
11. Created financial forecasts	
12. Created a personal budget	
13. Created a back-up plan	

Assessor feedback – Assessor to complete	
Criteria No	Assessor Feedback

PASS/REFER (100% criteria must be met to pass)					
Learner's Name		Signature		Date	
Assessor's Name		Signature		Date	

Personal Training Practical Observation Marking checklist – Assessor to complete

Learner's Name	Date

The learner requires a tick or a C in every box to achieve a pass. Questioning can be used and should be indicated by Q and then V or R, depending on the outcome.

KEY: V = Pass R = Refer Q = Question C = Pass with comment

Preparing for session, the learner must:	Outcome
1. Prepare the environment and equipment needed for the session and deal with any items that are unsafe	
2. Obtain permission for use of public spaces if required	
Prepare clients for personal training sessions	
3. Help clients feel at ease in the exercise environment	
4. Cover any health and safety details with client (fire exits, first aid etc)	
5. Explain the personal trainer role and responsibilities to clients	
6. Verbally screen the client	
7. Know how and when clients should be referred to another professional	
8. Explain the planned objectives and exercises to clients and how they meet client goals	
9. Explain the physical and technical demands of the planned exercises to clients	
10. Determine client's prior knowledge and skill in the exercise	
11. Assess clients' state of readiness and motivation to take part in the planned exercises	
12. Negotiate and agree with clients any changes to the planned exercises that meet their goals and preferences and enable them to maintain progress	
Preparing - Section Result	

The warm up phase, the learner must:	Warm up activity/CV	Warm up Stretches
13. Explain the purpose and value of a warm-up and cool down to clients		
14. Provide warm-up activities appropriate to the clients, planned exercise and the environment		
15. Demonstrate and instruct cool down activities as required, ensure appropriate teaching position throughout		
Warm up - Section Result		

Key: CV2 = Cardiovascular, R = resistance, C/S = Core Stability,

During the main session, the learner must:	Main CV2	RM1	RM2	FW1	FW2	C/S 1	C/S 2
1. Perform demonstrations that are safe and appropriate							
2. Provide clear instructions, explanations and demonstrations that are technically correct, safe and effective							
3. Use a range of methods to instruct to meet the client's preferred learning style							
4. Communicate effectively with the client							
5. Ensure suitable instructing position to be able to observe the client fully from a range of angles							
6. Use Correcting techniques that are suitable and at appropriate points in the session							
7. Analyse client's performance, provide positive reinforcement							
8. Give suitable adaptations, progress or regress exercises according to clients' needs							
9. Ensure clients can carry out the exercises safely on their own							
10. Use motivational techniques to increase performance and adherence to exercise							
11. Use the common biomechanical terms when instructing							
12. Use levers to provide safe and effective exercises							
13. Instructed a minimum of two approaches to training using different exercises:							
Main Session – Section Result							

Bring exercise sessions to an end, the learner must:	Cool down CV	Cool down Strategies
14. Deliver cool-down activities according to the type and intensity of physical exercise and client needs and condition		
15. Demonstrate and instruct cool down activities as required, ensure appropriate teaching position throughout		
16. Allow sufficient time for the closing phase of the session		
Ending Session – Section Result		

Post session, the learner must:	Outcome
17. Provide clients with feedback and positive reinforcement	
18. Encourage clients to think about the session and provide feedback	
19. Explain to clients how their progress links to their goals and the overall programme	
20. leave the environment in a condition acceptable for future use by yourself and others	
Post Session – Section Result	

Assessor feedback – Assessor to complete	
Criteria No	Assessor Feedback

PASS/REFER (100% criteria must be met to pass)					
Learner's Name		Signature		Date	
Assessor's Name		Signature		Date	
IQA's name		Signature		Date	

Note to assessor: if the learner has failed the pre-session or closing session they can just retake just this section. If they fail the main session, and the x's are in one column they can retake just this exercise/component, however if the x's are across more than one column they have to retake the whole main session.

Reflective Statement – Learner to complete

Learner's Name	Date

After completion of the instructing your client, you will need to complete a reflective statement based on the session.

1. Feedback given from the client:
2. Identify how well you managed the participants' exercise with regard to their needs including their health, safety and welfare needs.
3. What key lessons have you learnt from this session that you can use in the future to improve your planning and instructing?
4. How can reflection and feedback from participants and others can improve your future practice.
5. List 3 actions you plan to take to improve your future practice, also consider your endorsed Continuing Professional Development (CPD).
6. Review outcomes of working with the client including their above feedback:

7. Identify how to improve personal practice, consider the following:

- Did the session meet the client's goals?
- How effective were your motivational strategies in improving the client's performance?
- How did your instructing style meet the needs of the client (i.e. broke moves down into segments, compassionate instructing, boot camp style instructing etc.)

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Assessor feedback – Assessor to complete

Criteria No	Assessor Feedback

PASS/REFER (100% criteria must be met to pass)

Learner's Name		Signature		Date	
Assessor's Name		Signature		Date	
IQA's name		Signature		Date	

Assessment Result

Your accredited training provider will now inform you of your result e.g. pass, refer or fail.

Should you need to re-sit the assessment/s or attend any additional learning to complete your full qualification, additional charges may apply and may vary between different accredited training providers.

If you wish to appeal the result of your assessment, please follow the training provider's own appeals procedure. If you have a complaint about your provider, please following their own complaints procedure.

If you are not satisfied with the outcome of either your appeal or complaint, please [contact us](#).