

QCF Learner Achievement Portfolio (LAP)



Active IQ Level 3  
Certificate in Personal  
Training (QCF)

Qualification Accreditation Number  
(QCF) 500/8820/8

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# Active IQ Level 3 Certificate in Personal Training (QCF)

Accreditation number: (QCF) 500/8820/8

## Assessment plan and record of achievement

Centre name:

Assessment Plan				Record of Achievement		
Mandatory units Stage of assessment	Evidence	Assessment method	Planned Assessment Date	Pass/Refer/APA (if claiming APA detail evidence seen) Include % score for MCQ Exams	Assessor's signature or initials and date	IV initials (if sampled)
Anatomy and physiology for exercise and health	Theory paper	Externally set multiple choice question paper				
Applying the principles of nutrition to a physical activity programme	Theory paper	Externally set multiple choice question paper				
Applying the principles of nutrition to a physical activity programme and Programming personal training with clients	Case study	Written				
Programming personal training with clients	Worksheet	Written				
Delivering personal training sessions	Summative observed session	Observation				
	Session self-evaluation	Written				

### Assessment planning and record of achievement declaration

Declaration		Name	Signature	Date
<b>Learner's agreement:</b>	I agree to be assessed according to the assessment plan and am happy that any additional support I require has been discussed and a separate plan put in place for this. I declare that all of the evidence (listed in the assessment plan) that will be produced for this portfolio will be my own unaided work.			
<b>Assessor's agreement:</b>	I have discussed the planned assessments with the learner and any additional support required has been planned and recorded separately.			

### Record of achievement declaration

Declaration		Name	Signature	Date
<b>Assessor 1's agreement:</b>	I declare that all learner evidence (listed in the assessment plan) has been assessed and meets the learning outcomes, assessment criteria and evidence requirements for the qualification.			
<b>Assessor 2's agreement: (if applicable)</b>	I declare that all learner evidence (listed in the assessment plan) has been assessed and meets the learning outcomes, assessment criteria and evidence requirements for the qualification.			
<b>Assessors 3's agreement: (if applicable)</b>	I declare that all learner evidence (listed in the assessment plan) has been assessed and meets the learning outcomes, assessment criteria and evidence requirements for the qualification.			
<b>Internal verifier's agreement:</b>	I declare that all learner evidence (initialled in the assessment plan) has been internally verified and meets the learning outcomes, assessment criteria and evidence requirements for the qualification.			

# Applying the principles of nutrition to a physical activity programme

Unit accreditation number: L/600/9054

Programming personal training with clients

Unit accreditation number: F/600/9052

## Case study- Learner guidance

**There are 48 marks available for this case study. You must score a minimum of 43 marks in total to achieve a pass. In addition to achieving the total pass mark, you must also score at least the minimum marks set for each section to achieve an overall pass.**

Please follow these steps when compiling your portfolio of evidence for this case study:

**Step 1** – Select a client to work with for the 8 week predictive progressive programme.

**Step 2** – Carry out appropriate screening with your client (i.e. use of the PAR-Q and informed consent) and take and interpret at least two physical measurements as appropriate for the client, from the following:

- blood pressure (manual and digital where available)
- anthropometrics (e.g. height and weight, BMI, waist circumference or waist to hips ratio)
- body composition (e.g. calipers, bio-electrical impedance etc.)
- cardiovascular fitness (using validated/recognised protocols such as Astrand bike test, Rockport walking test etc.)
- range of motion (e.g. using validated/recognised protocols such as sit and reach test, visual assessment during stretch positions etc.)
- muscular fitness (e.g. using validated/recognised protocols such as abdominal curl/sit-up test, press-up test etc.)

**Step 3** – Carry out an interview with your client to obtain the following information:

- client's personal goals
- future goals and aspirations
- expectations
- lifestyle
  - work patterns
  - eating patterns
  - diet
  - relevant personal circumstances
  - likes, dislikes and preferences towards physical activity
- medical, health and exercise history
  - health history
  - current health status
  - risk factors (particularly CHD)
  - identification of medical conditions requiring medical clearance
  - past and present injuries and disabilities
  - previous and current levels of activity
- attitude and motivation
- exercise preferences

- barriers to exercise (perceived or actual)
- stage of change / readiness
- current level of fitness

Use the standardised pro forma provided in this L.A.P to record your findings.

**Step 4** – Agree Specific, Measurable, Achievable, Realistic, Time bound (SMART) goals with the client that are appropriate to their needs and expectations to include:

- specific short / medium/ long term goals
- physical activity goals
- lifestyle goals
- nutritional goals
- adherence goals

Use the standardised pro forma provided in this L.A.P to record your findings.

**Step 5** – Design an eight week (two, one hour sessions a week) predictive progressive programme of exercise, selecting exercise activities that are appropriate to the client goals and taking into consideration the client's:

- health status and any contraindications
- injury status and any specific recommended adaptations if appropriate
- any other precautions identified during the client consultation

Your progressive programme should clearly demonstrate the application of the principles of training (Frequency, Intensity, Time and Type) to the design of the programme.

You must use the following types of equipment in your predictive programme:

- cardiovascular machines
- resistance machines
- free weights including barbells, dumbbells and cables where available

Integrate a range of cardiovascular and resistance training systems in designing a programme appropriate to the client's needs, applying knowledge of the aerobic and anaerobic systems.

You must use at least two cardiovascular approaches to training from the list below within your progressive programme – indicate the target heart rate training zone within each stage of the programme:

- interval
- fartlek
- continuous

You must include at least four of the resistance approaches to training from the list below in your progressive programme across a range of resistance machines and free weights:

Four approaches from the following list:

- Pyramid systems
- Super-setting
- Giant sets
- Tri-sets
- Forced repetitions
- Pre or post exhaust (this will only count as one approach)
- Negative/ eccentric training

- Muscular strength, endurance or muscular fitness - the learner can select any other recognised training system including circuit resistance training, multiple sets, drop sets, matrix (ensuring that the sets/reps have been manipulated appropriately for muscular strength, endurance or fitness).

NB: Only one additional approach can be used (E.g. if a learner has selected circuit resistance training then they cannot also use drop sets as one of the four approaches.)

- You must also include at least one core stability exercise.

N.B. the number of machines / pieces of equipment you choose to use will depend upon your client's needs.

Your progressive programme should contain the following:

- client analysis
- overview of eight week programme
- two programme cards (Four and eight week programme examples)
- learners must produce evidence of evaluating and modifying a progressive programme of exercise

Each programme card should contain information that is usable to the client and includes:

- warm-up
- main section using a range of cardiovascular equipment
- main section using a range of resistance training equipment
- at least one core stability exercise
- cool down and flexibility
- timings and sequences

# Applying the principles of nutrition to a physical activity programme

Unit accreditation number: L/600/9054

Programming personal training with clients

Unit accreditation number: F/600/9052

## Client interview

Name of client		Gender: M / F	
Telephone No.	Date of birth		
Physical measurements			
1.			
2.			
What are your personal fitness goals/aspirations?			
How many times a week can you commit to training <input type="checkbox"/> twice / three times <input type="checkbox"/>			
How much time can you commit to each session?			
What is your occupation?			
What are your hours of work?			



**Briefly describe your current eating patterns:**

**What are your personal nutritional goals/aspirations?**

**Do you have any particular personal circumstances which you feel may affect your fitness programme? (if so, please specify)**

**What types of exercise do you currently do and how often?**

**What types of exercise do you enjoy?**

**What types of exercise do you dislike?**

**Why do you dislike them?**

## Physical activity readiness questionnaire (PAR-Q) and you (A questionnaire for people aged 15 - 69)

Regular physical activity is fun and healthy, and increasingly more people are starting to become more active every day. Being more active is very safe for most people. However, some people should check with their doctor before they start becoming much more physically active.

If you are planning to become much more physically active than you are now, start by answering the seven questions in the box 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: check YES or NO.

1. has your doctor ever said that you have a heart condition and that you should only do physical activity recommended by a doctor?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
2. do you feel pain in your chest when you do physical activity?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
3. in the past month, have you had chest pain when you were not doing physical activity?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
4. do you lose your balance because of dizziness or do you ever lose consciousness?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
5. 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?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
6. is your doctor currently prescribing drugs (for example, water pills) for your blood pressure or heart conditions?	YES <input type="checkbox"/>	NO <input type="checkbox"/>
7. do you know of any other reason why you should not do physical activity?	YES <input type="checkbox"/>	NO <input type="checkbox"/>

If you answered YES to one or more questions:

Talk with your doctor by phone or in person **BEFORE** you start becoming much more physically active or **BEFORE** you have a fitness appraisal. Tell your doctor about the PAR-Q and which questions you answered YES.

- you may be able to do any activity you want as long as you start slowly and build up gradually. Or, you may need to restrict your activities to those which are safe for you. Talk with your doctor about the kinds of activities you wish to participate in and follow his/her advice
- find out which community programmes are safe and helpful for you

If you answered NO to all questions:

If you answered NO honestly to all PAR-Q questions, you can be reasonably sure that you can:

- start becoming much more physically active – begin slowly and build up gradually. This is the safest and easiest way to go
- take part in a fitness appraisal – this is an excellent way to determine your basic fitness so that you can plan the best way for you to live actively. It is also highly recommended that you have your blood pressure evaluated. If your reading is over 144/94, talk with your doctor before you start becoming much more physically active

**DELAY BECOMING MUCH MORE ACTIVE:**

if you are not feeling well because of a temporary illness such as a cold or a fever, wait until you feel better; or  
if you are or may be pregnant, talk to your doctor before you start becoming more active

PLEASE NOTE: If your health changes so that you then answer YES to any of the above questions, tell your fitness or health professional. Ask whether you should change your physical activity plan.

NO CHANGES PERMITTED. YOU ARE ENCOURAGED TO PHOTOCOPY THE PAR-Q BUT ONLY IF YOU USE THE ENTIRE FORM.

NOTE: If the PAR-Q is being given to a person before he or she participates in a physical activity programme or a fitness appraisal, this section may be used for legal or administrative purposes.

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

Name:

Signature:

Date:

Signature of parent  
or guardian:  
(for participants under the age of majority)

Witness:

Note: This physical activity clearance is valid for a maximum of 12 months from the date it is completed and becomes invalid if your condition changes so that you would answer YES to any of the seven questions.

# Health Commitment Statement (HCS)

The Health Commitment Statement sets the standards that health and fitness centres and users can reasonably expect from each other in regards to the health of the user.

## **Background**

The HCS is the evolution of the PAR-Q, which has existed for the past 15 years. The HCS reflects government policy and legal trends, which aim to shift responsibility for personal health from the operator to the user.

Ukactive is taking the lead in allowing operators to be more accessible while facilitating a better working relationship between fitness and medical sectors in the community. This has also provided an opportunity to align the HCS to the skills and expertise of fitness professionals established through REPs.

The HCS has been developed by fitness industry operators, medico-legal professionals and health providers to support the evolving requirements of users and operators.

## **Purpose:**

- develop the current PAR-Q to simplify access to activity facilities for users
- assist the health, medical and fitness industries to work in harmony while supporting initiatives to encourage the nation to become more active
- bring health and fitness clubs in line with virtually all other sports and active leisure in relation to health matters
- demonstrate respect for members by placing responsibility where it belongs, with the individual member
- be consistent with current government policies in encouraging every individual to take responsibility for his or her own health
- offer the opportunity to clubs to maximise their membership
- be in keeping with current trends in legislation and case law
- be consistent with a more modern approach to individual responsibility in medicine and the law
- provide the opportunity for a uniform approach across the health and fitness industry, producing greater clarity and reducing costs
- offer a simple solution in plain English, which is accessible to fitness instructors, staff and members
- remove stress and anxiety from staff in relation to the health of members

The HCS has been designed for gym users and with all operators in mind, allowing flexibility with its usage.

**All information will be kept confidential.**

### **Informed consent**

1. Explanation of the exercise test - you will perform a number of exercise tests. The exercise intensity of each will be at a level appropriate to your ability. I may stop the test at any time because of signs of fatigue or, you may stop when you wish because of personal feelings of fatigue or discomfort.
2. Risks and discomforts - there exists the possibility of certain changes occurring during the test. They include abnormal blood pressure, fainting, disorder of heartbeat and in rare instances, heart attack, stroke or death. Every effort will be made to minimise these risks by evaluation of preliminary information relating to your health and fitness and by observations during testing. Trained personnel are available to deal with unusual situations that may arise.
3. Responsibilities of the client - information you possess about your health status or previous experiences of unusual feelings with physical effort may affect the safety and value of your exercise tests. Prompt reporting of feelings of effort during the exercise tests are of great importance. It is your responsibility to fully disclose such information when requested.
4. Benefits to be expected - the results obtained from the exercise tests will assist in evaluating what type of physical activities you may participate in.
5. Injuries - any questions about the procedures used in the exercise tests are encouraged. If you have any doubts or questions, please ask for further explanations.
6. Freedom of consent - your permission to perform the exercise tests is voluntary. You are free to deny consent or stop at any point, if you so desire.

I have read this form and I understand the test procedures that I will perform. I consent to participate.

Client's Signature:

Trainer's Signature:

Print Name:

Print name:

Date:

Date:

## Client analysis

**Briefly summarise your client's attitude and motivation towards exercise:**

**List your client's current barriers to exercise (perceived or actual):**

**List ways of overcoming the barriers listed above:**

**At what stage of change / readiness is your client currently at?**

**What leads you to that conclusion?**

List the personal fitness and nutritional goals you have agreed with your client and describe how they are SMART (Specific, measurable, achievable, realistic and time bound):

**Short term:**

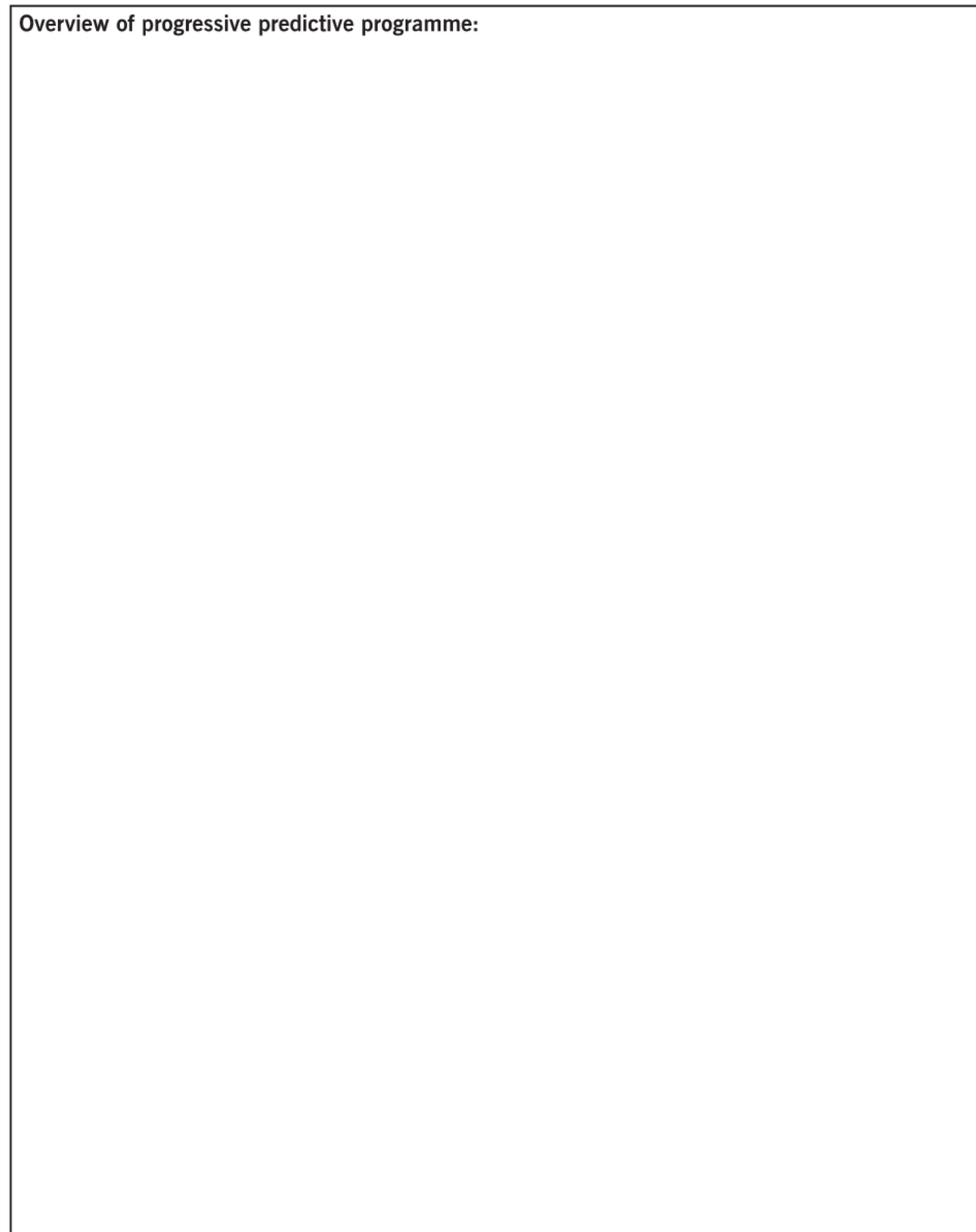
**Medium term:**

**Long term:**

**Summarise the healthy eating advice you will give to your client:**

## Predictive programme overview

Overview of progressive predictive programme:





**Programme card 1**

<b>Client's name:</b>				
<b>Safety checks required (detail checks carried out and any subsequent action taken):</b>			<b>Any special arrangements or adaptations to be made (in response to available time, equipment or facilities, or clients present on the day):</b>	
<b>Location of nearest telephone:</b>			<b>Location of nearest first aid kit:</b>	
<b>Duty first aider:</b>				
<b>Warm up: (appropriate stretches listed overleaf)</b>				
<b>CV equipment / activity:</b>	<b>Training system</b>	<b>Time:</b>	<b>Workload / target training zone:</b>	<b>Teaching points:</b>
<b>Main CV component:</b>				
<b>CV equipment / activity:</b>	<b>Training system</b>	<b>Time:</b>	<b>Workload / target training zone:</b>	<b>Teaching points:</b>

Main resistance training section				
Exercise:	Training system	Equipment:	Sets / reps:	Teaching points:
Cool down (appropriate stretches listed below):				
CV equipment / activity:	Time:	Workload / target training zone:	Teaching points:	

**Warm up stretches (diagram and time to be held):**

--

**Cool down stretches in addition to above (diagram and time to be held):**

--

**Exercises / physical activities outside of the gym environment:**

**Additional precautions or comments:**

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## Programme card 2

<b>Client's name:</b>				
<b>Safety checks required (detail checks carried out and any subsequent action taken):</b>			<b>Any special arrangements or adaptations to be made (in response to available time, equipment or facilities, or clients present on the day):</b>	
<b>Location of nearest telephone:</b>			<b>Location of nearest first aid kit:</b>	
<b>Duty first aider:</b>				
<b>Warm up: (appropriate stretches listed overleaf)</b>				
<b>CV equipment / activity:</b>	<b>Training system</b>	<b>Time:</b>	<b>Workload / target training zone:</b>	<b>Teaching points:</b>
<b>Main CV component:</b>				
<b>CV equipment / activity:</b>	<b>Training system</b>	<b>Time:</b>	<b>Workload / target training zone:</b>	<b>Teaching points:</b>

**Main resistance training section**

<b>Exercise:</b>	<b>Training system</b>	<b>Equipment:</b>	<b>Sets / reps:</b>	<b>Teaching points:</b>

**Cool down (appropriate stretches listed below):**

<b>CV equipment / activity:</b>	<b>Time:</b>	<b>Workload / target training zone:</b>	<b>Teaching points:</b>

**Warm up stretches (diagram and time to be held):**

--

**Cool down stretches in addition to above (diagram and time to be held):**

--

**Exercises / physical activities outside of the gym environment:**

**Additional precautions or comments:**

--	--

## Programme evaluation and modification summary

This form should be completed at the end of week 4.

<p>Has your client managed to adhere to the programme? <input type="checkbox"/> YES / NO <input type="checkbox"/></p> <p>If No, state why:</p>
<p>What feedback have you received from your client in relation to the programme?</p>
<p>How is your client progressing towards the agreed physical and nutritional goals?</p>
<p>Are there any aspects of the programme that you need to modify or revise?</p>
<p>What modifications do you intend to make?</p>

## Applying the principles of nutrition to a physical activity programme

Unit accreditation number: L/600/9054

Programming personal training with clients

Unit accreditation number: F/600/9052

### Progressive programme marking criteria

Initial screening (A) Did the learner:	Possible marks	Actual marks
1. Provide a completed client assessment form?	<b>1</b> (minimum 1 mark)	
2. Identify the client's goals/ aspirations?	<b>1</b> (minimum 1 mark)	
3. Identify the client's preferences to exercise?	<b>1</b> (minimum 1 mark)	
4. Identify the client's current eating patterns?	<b>1</b> (minimum 1 mark)	
5. Establish the client's current exercise quota?	<b>1</b> (minimum 1 mark)	
6. Provide a completed PAR-Q screening form?	<b>1</b> (minimum 1 mark)	
7. Take 2 physical measurements?	<b>2</b> (minimum 2 marks)	
<b>Section total /8</b> (8 marks in total, with the minimum set marks achieved for each question required to pass)		
Goal setting (B) Did the learner:	Possible marks	Actual marks
1. Summarise the client's attitude and motivation towards exercise?	<b>1</b> (minimum 1 mark)	
2. List the client's current barriers to exercise?	<b>1</b> (minimum 1 mark)	
3. Make recommendations on how to overcome those barriers?	<b>1</b> (minimum 1 mark)	
4. Identify the client's stage of change?	<b>1</b> (minimum 1 mark)	
5. State why they think the client is at that particular stage of change?	<b>1</b> (minimum 1 mark)	
6. List agreed physical goals which are specific to the client's needs?	<b>1</b> (minimum 1 mark)	
7. List agreed nutritional goals which are specific to the client's needs?	<b>1</b> (minimum 1 mark)	
8. List agreed goals which are measurable?	<b>1</b> (minimum 1 mark)	
9. List agreed goals which are achievable?	<b>1</b> (minimum 1 mark)	
10. List agreed goals which are realistic?	<b>1</b> (minimum 1 mark)	
11. List agreed goals which are time bound?	<b>1</b> (minimum 1 mark)	



12. State appropriate healthy eating advice for the client?	<b>1</b> (minimum 1 mark)	
<b>Section total /12</b> (12 marks in total, with the minimum set marks achieved for each question required to pass)		
<b>Predictive programming (C)</b> <b>Did the learner:</b>	<b>Possible marks</b>	<b>Actual marks</b>
1. Provide a detailed overview of the programme?	<b>5</b> (minimum 4 marks)	
2. Provide two programme cards?	<b>4</b> (minimum 3 marks)	
3. Provide a suitable warm-up for each card?	<b>1</b> (minimum 1 mark)	
4. Utilise a variety of CV equipment?	<b>1</b> (minimum 1 mark)	
5. Provide a minimum of two CV training approaches?	<b>2</b> (minimum 2 marks)	
6. Utilise a variety of resistance machines?	<b>2</b> (minimum 1 mark)	
7. Utilise a variety of free weights?	<b>2</b> (minimum 1 mark)	
8. Provide a minimum of four resistance training approaches?	<b>4</b> (minimum 4 marks)	
9. Provide at least one core stability exercise?	<b>1</b> (minimum 1 mark)	
10. Detail appropriate timings and sequences of exercise?	<b>1</b> (minimum 1 mark)	
11. Provide appropriate cool downs?	<b>1</b> (minimum 1 mark)	
12. Provide appropriate stretches?	<b>1</b> (minimum 1 mark)	
13. Provide an evaluation and modification report at the four week point?	<b>2</b> (minimum 1 mark)	
14. Make appropriate modifications to the programme?	<b>1</b> (minimum 1 mark)	
<b>Section total /28</b> (23 marks in total, with the minimum set marks achieved for each question required to pass)		

**Result total / 48 marks** (43 marks in total, with the minimum set marks achieved for each question required to pass)

ass/Ref

**Assessor's feedback**

# Programming personal training with clients

## Unit accreditation number: F/600/9052

### Worksheet – Programming personal training with clients

There are 9 marks available in this worksheet. You must score a minimum of 9 marks in total to achieve a pass. In addition to achieving the total pass mark, you must also score at least the minimum marks set for each question to achieve an overall pass.

1. Why is it important for clients to understand the advantages of personal training?

**1 mark** (minimum 1 mark)

2. Why is it important for a personal trainer to work with clients to agree goals and objectives?

**1 mark** (minimum 1 mark)

3. Explain the importance of long term behaviour change in developing client fitness.

**1 mark** (minimum 1 mark)

4. How do you ensure clients commit themselves to long term change?

**1 mark** (minimum 1 mark)

5. What is informed consent?

**1 mark** (minimum 1 mark)

6. Why should informed consent be obtained before collecting information from a client?

**1 mark** (minimum 1 mark)

7. How would you select the most appropriate method of collecting client information?

**1 mark** (minimum 1 mark)

8. Name two medical conditions that will prevent a personal trainer from working with a client.

**1 mark** (minimum 1 mark)

9. When should you refer clients to another professional?

**1 mark** (minimum 1 mark))

**Result total:**            /9 (9 marks in total, with the minimum number of marks achieved per question is required in order to pass overall)

Pass / Refer

**Assessor's feedback:**



# Delivering personal training sessions

## Unit accreditation number: J/600/9053

### Summative observed session checklist

Key: Competent mark a tick (✓) Not Competent mark a cross (x) Competent with a comment mark a bullet point (●) Question mark a (Q)											
Date:											
Starting the session (A): The learner has:											
1. Prepared the environment and checked equipment for the session											
2. Welcomed the client appropriately											
3. Explained all necessary health and safety information											
4. Carried out verbal screening and PAR-Q giving appropriate advice to the client based on prior information											
5. Outlined the purpose & structure of the session, explaining to the client how objectives and exercises/physical activities support their goals											
Delivering the exercise session ( B ): The learner has:					CV approaches ✓/X		Resistance training approaches ✓/X				Core ✓/X
Approach:					1	2	1	2	3	4	
1. Demonstrated correct technique & safe use of equipment & exercises					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Explained the physical and technical demands of the planned exercises and gave clear/accurate explanations to the client					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Selected safe & effective exercises appropriate to client's goals					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Used supportive & motivational behaviour with the client					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Communicated with clients clearly & accurately in a non-judgemental manner					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Adapted the exercise appropriately for the client when necessary					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Given appropriate alternatives to the client when necessary					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Demonstrated effective instruction of selected CV approaches and RT systems					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Monitored intensity appropriately for the component and client					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Used/reinforced key instruction points to improve client's performance & encourage independence					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Used appropriate teaching position to enable observation/correction of client					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Gained feedback from the client to check understanding of their performance					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Managed the timings of the session effectively					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Explained to clients how their progress links to their goals					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Left the environment in a condition suitable for future use					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Result: Delete as appropriate					Competent			Not competent			

**Assessor's feedback and questions**

<p><b>Performance criteria:</b></p>	
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# Delivering personal training sessions

Unit accreditation number: J/600/9053

## Session self-evaluation

Review the outcomes of working with clients and any feedback gained from your client.

How well did the exercises meet your client's needs?

How effective and motivational was the relationship with your client?

How well did your instructing style match the client's needs?

How would you adapt the exercises to progress or regress according to your client's needs?

Identify how you could improve your personal practice.

Explain the value of reflective practice.

Explain how you would work in environments that are not specifically designed for exercise / physical activity.

Result

Pass / Refer

**Assessor's feedback:**



**Annex 1 Bones, Joints and Muscles Unit 1: Anatomy and physiology for exercise and health**  
**Unit accreditation number: A/600/9051**

<b>Bones - Axial skeleton</b>	<b>Bones - Appendicular skeleton</b>	<b>Joints - As Level 2 plus:</b>	
Cranium Cervical vertebrae Thoracic vertebrae Lumbar vertebrae Sacral vertebrae Sternum Ribs Coccyx	Scapula Clavicle Humerus Ulna Radius Carpals Metacarpals Phalanges Ilium	Ischium Pubis Femur Patella Tibia Fibula Tarsals Calcaneus Metatarsals	Synovial Condylloid / Ellipsoid Saddle
<b>Muscles (building on Level 2)</b>			
Rotator cuff: • Teres minor • Supraspinatus • Subscapularis • Infraspinatus	Shoulder girdle: • Levator scapulae • Pectoralis minor • Serratus anterior • Trapezius • Rhomboids major/minor • Teres major	Spinal extensors: • Erector spinae: Iliocostalis, Longissimus, Spinalis • Multifidus • Quadratus lumborum	Abdominals: • Internal/external obliques • Transversus abdominis
Adductors • Magnus • Brevis • Longus • Pectinius • Gracilis • Sartorius	Abductors • Gluteus medius • Gluteus minimus • Piriformis • Tensor fascia latae	Quadriceps • Rectus femoris • Vastus lateralis • Vastus medialis • Vastus intermedius	Hip Flexors (Iliopsoas) • Iliacus • Psoas major
			Hamstrings • Semitendinosus • Semimembranosus • Biceps femoris

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