

# YMCA Level 3 Certificate in Personal Training (500/8259/0)

## Learner Assessment Record





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# Level 3 Certificate in Personal Training

## Learner Assessment Record

Qualification number: 500/8259/0

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# Introduction

## About YMCA Awards

YMCA Awards is one of the UK's leading health and fitness specific awarding bodies and is a trusted name that enjoys widespread respect within the fitness industry. YMCA Awards qualifications are designed for people taking their first steps in the health and fitness industry or for those already working in the industry wishing to progress their careers. YMCA Awards has been responsible for over 200,000 people launching or progressing their careers.

As an internationally recognised organisation, YMCA Awards has a number of study options available including full time or part time, distance learning and progressive study routes. This variety ensures that there will be a study option that is right for you and which will enable you to increase your knowledge, gain new skills and develop your career. All of YMCA Awards' proven and established resources and assessment materials have been developed by leading industry experts in consultation with employers and training providers.

For more information, visit [www.ymcaawards.co.uk](http://www.ymcaawards.co.uk)

## Learner Assessment Record (LAR)

Your learner assessment record is designed to support the assessment of your YMCA Level 3 Certificate in Personal Training. It contains all the paperwork that you, your tutor and your assessor need in order to complete the 4 level 3 units.

You will share the learner assessment record with your tutor and assessor, who will use the paperwork contained within to assess you throughout the duration of your training. This document is an essential part of your assessment and should be kept safe. Your tutor and assessor will guide you as to which forms you need at particular times, as well as how they should be used and completed.

## Qualification structure

To achieve your YMCA Level 3 Certificate in Personal Training, you must achieve a minimum of 36 credits (8 of which should have already been achieved at Level 2)

Unit reference number	Unit title	Level	Credit
A/600/9017	Principles of exercise, fitness and health	2	4
T/600/9016	Health, safety and welfare in a fitness environment	2	2
M/600/9015	Know how to support clients who take part in exercise and physical activity	2	2
A/600/9051	Anatomy and physiology for exercise and health	3	6
L/600/9054	Applying the principles of nutrition to a physical activity programme	3	6
F/600/9052	Programming personal training with clients	3	7
J/600/9053	Delivering personal training sessions	3	9

You will gain 36 credits.

The total qualification time (TQT) for this qualification is 360.

The total guided learning hours (GLH) for this qualification are 245.

## UK level 3 personal trainer occupational descriptor (EQF level 4)

### Description

A personal trainer's role includes designing and implementing exercise programmes for a range of individual clients by collecting and analysing client information to ensure the effectiveness of personal exercise programmes. A personal trainer should also actively encourage potential clients/members to join and adhere to regular exercise programmes, employing appropriate motivational strategies to achieve this.

### Roles

The personal trainer should be involved in:

- collecting information relating to individual clients
- carrying out fitness assessments to establish client fitness and skill level
- analysing information relating to individual clients
- identifying, agreeing and reviewing short, medium and long term goals to ensure the effectiveness of exercise programmes
- providing a range of exercise programmes in accordance with the needs of the clients by applying principles of exercise programming
- making best use of the environment in which clients are exercising
- providing clients with accurate information on the principles of nutrition and weight management
- developing and applying strategies to motivate clients to join and adhere to an exercise programme
- acting as a positive role model for all clients
- proactively interact and develop positive relationships with client in order to facilitate client retention
- promoting healthy activities and related strategies for daily living to clients/members
- keeping up to date with health and fitness industry developments to ensure high standards of programmes that meet client needs in the short, medium and long term
- making the appropriate decisions relating to clients and their programmes/goals and, where required, referring the client to a more appropriate professional
- working within the parameters given at level 3, recognising the standards and professional limitations that this provides, referring to appropriate members of staff for guidance and support.

### Competence

**Level 3 personal trainers should:**

- be aware of their professional role boundaries
- when necessary, and within the limits of their knowledge and competence, adapt a general session to accommodate the needs of special population clients\*
- give guidance to encourage special population clients\* to follow the key safety guidelines and discourage them from anything deemed to be potentially hazardous/ contraindicated to enable them to take part in sessions

\*Special population clients including:

- young people aged 14-16
- disabled people
- older people (50+)

- antenatal and postnatal women
- get advice from another appropriate professional if there are any objectives, physical activities or risks that fall outside their professional boundaries or that they do not feel competent to deal with and/or refer on to the appropriate person.

### **What Level 3 personal trainers are not qualified to do:**

Personal trainers who do not possess the appropriate special population qualification/s (in older adults, ante/postnatal women and disabled people) are NOT qualified to:

- be a specialist instructor in the area of special populations, or advertise as such
- instruct special population clients 1:1 or in groups on a regular or progressive basis
- plan a progressive, long-term special populations exercise or physical activity programme.

They are not qualified to play any role in exercise or physical activity programming or monitoring in condition management on a one-to-one or group basis. (For this, a Level 3 Exercise Referral qualification is required and for certain conditions, where national occupational standards are in place, a Level 4 qualification).

They are not qualified to prescribe any form of exercise session or individual exercise that they have not been trained to deliver/teach effectively.

They are not qualified to instruct exercise in disciplines in which they are not qualified or where they do not hold appropriate endorsed training (eg, a Level 2 fitness instructor should not 'cover' an ETM class or a spinning class if they do not hold the appropriate certificates).

They are not qualified to provide prescriptive nutritional advice or develop bespoke individualised nutrition plans for clients unless they hold an appropriate nutritional qualification.

Reference: [exerciseregister.org/public/online-pt-guidelines](http://exerciseregister.org/public/online-pt-guidelines)

# Assessment specification

## Assessment element 1: Anatomy and physiology theory paper

You will be required to successfully complete the theory test from YMCA Awards. Questions will relate to the syllabus for the 'Anatomy and physiology for exercise and health' unit (A/600/9051, Level 3).

Paperwork that relates to this assessment element:

N/A

## Assessment element 2: Nutrition theory paper

You will be required to successfully complete the theory test from YMCA Awards. Questions will relate to the syllabus for the 'Applying the principles of nutrition to a physical activity programme' unit, learning outcome 1 to 4 (L/600/9054, Level 3).

Paperwork that relates to this assessment element:

N/A

## Assessment element 3: Nutrition knowledge questions and case study

You are required to complete fully the knowledge questions, externally set by YMCA Awards. The knowledge questions relate to the syllabus for the 'Applying the principles of nutrition to a physical activity programme' unit, learning outcome 5 to 7 (L/600/9054, Level 3).

You are required to complete fully the case study template, externally set by YMCA Awards. The case study relates to the syllabus for the 'Applying the principles of nutrition to a physical activity programme' unit, learning outcome 8 to 9 (L/600/9054, Level 3).

The case study should be carried out on an apparently healthy adult who does not require nutritional intervention from a doctor/dietician or nutritionist eg, diabetic, Crohn's disease, eating disorder.

The client can be selected from a number of sources:

- fellow learner
- friend or relative
- partner or spouse

For further guidance on the criteria being assessed please refer to the 'case study checklist'.

Paperwork that relates to this assessment element:

- applying the principles of nutrition to a physical activity programme - knowledge questions
- case study paperwork (including food diary which can be found in the appendix at the back)
- case study checklist.

## Assessment element 4: Programming knowledge questions

You are required to complete fully the knowledge questions, externally set by YMCA Awards. The knowledge questions relate to the syllabus for the 'Programming with personal training clients' unit, learning outcomes 1 to 7 (F/600/9052, Level 3).

It is recommended that the knowledge questions are completed prior to assessment element 5 as the knowledge and understanding gained from successfully completing these questions will ensure that you are better equipped to complete the paperwork in the following assessment element.

### Paperwork that relates to this assessment element:

programming with personal training clients - knowledge questions

## Assessment element 5: Personal training programme

The paperwork in this assessment element relates to the syllabus for the 'Programming with personal training clients' unit, learning outcomes 8 to 13 (F/600/9052, Level 3). You will be required to complete the 'personal training programme' paperwork (listed below).

To do this you will need a client. For continuity and ease of programme implementation and assessment it is recommended that your client is a peer on your course. Your client can be someone other than a peer but that client would need to be available at various stages of your course for programme implementation and assessment. They should be 'apparently healthy' and aged 16+.

### Personal training paperwork:

**Client profile** – this document includes details about your client's likes/dislikes, needs, physical measurements and postural assessments. You will be observed by your assessor taking the following physical measurements from your client:

blood pressure (manual or digital)

anthropometrics (eg, height and weight or BMI or waist circumference or waist to hips ratio)

body composition (eg, skinfold callipers or bio-electrical impedance)

cardiovascular fitness (eg, using validated/recognised protocols such as: Astrand bike test or Rockport walking test or step test or Cooper 12 minute walk/run)

range of movement (eg, using validated/recognised protocols such as: sit and reach test or visual assessment during stretch positions)

muscular fitness (eg, using validated/recognised protocols such as: abdominal curl/sit-up test or press up test)

Your assessor will record your achievements in the physical measurements summative checklist and you will record your client's results on the client profile.

**Goal setting** – this document is where you will record your clients short, medium and long-term goals.

**Client testimony** – this document needs to be completed and signed by yourself and your client it serves as evidence that you explained and agreed various aspects of the personal training programme with them.

**Programme card (session planning)** – you will need 4 copies of this to write out 4 programme cards (1 of which should be in an environment other than the gym or studio). The 4 programme cards can be from any part of the 12 week personal training programme for your client. You can adapt the template provided but you need to ensure you can meet all the assessment criteria shown in the summative assessment checklist.

The sessions should be designed for the same client and should relate to the information on the client profile and goal setting and reflect any of the considerations highlighted on these forms. If you choose to use these 4 programme cards when being assessed in assessment element 7, you need to ensure that across the 4 programme cards the criteria listed below are included.

Across the 4 programme cards ensure you include:

- appropriate warm up activities
- a minimum of 2 of the following cardiovascular approaches: (CV machines may be used as appropriate)
  - interval
  - fartlek

- continuous
- a minimum of 4 of the following approaches to resistance training (training systems):
  - pyramid
  - super-setting
  - giant sets
  - tri sets
  - forced repetitions
  - pre/post exhaust
  - negative/eccentric training
  - muscular strength and endurance/muscular fitness
- the use of the following equipment, as appropriate, when carrying out the above training systems:
  - resistance machines
  - free weights (barbells, dumbbells and cables where available)
- appropriate core stability exercises
- appropriate cool down including the use of proprioceptive neuromuscular facilitation (PNF) stretching.

Each session should last between 30 – 60 minutes and should contain exercises 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

You need to teach the 4 sessions to the client (without the assessor present) to allow you to gain feedback and make adjustments to the programme overview and complete the goal setting review.

**12 week programme overview** – this overview needs to show an outline of weeks 1, 6 and 12. You can adapt the template provided but you need to ensure you can meet all the assessment criteria shown in the summative assessment checklist for this unit.

The 12 week overview must include:

information on how the programme has progressed over the 12 week period

- all components of fitness and progression 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)

**Evaluation form** – you will need 4 copies of this form. This is to be used after each of the 4 taught sessions. You may need to make changes to the planned sessions and the 12 week programme overview based on the feedback you receive from the client and your own evaluation of the sessions; this will also link to the goals review (outlined below).

**Goals review** – based on the 4 session evaluations and consultation with your client you will need to complete a 'goals review' sheet and again make any adaptations to the 12 week programme overview.

**Programming with personal training clients – summative checklist** – this will be used by your assessor, who will look at all of the above completed paperwork. Your assessor may then carry out a viva

(discussion) with you to check the authenticity of your work and to ask any questions they may have about the content of the paperwork.

#### Paperwork that relates to this assessment element:

- client profile
- physical activity readiness questionnaire (PAR-Q) – this can be found at the back of this document and needs to be completed by the client
- informed consent– this can be found at the back of this document and needs to be completed by the client
- physical measurements - summative checklist
- goal setting
- client testimony
- programme card – copy as applicable
- 12 week programme overview
- evaluation form- copy as applicable
- goals review
- programming with personal training clients – summative checklist.

### Assessment element 6: Delivery knowledge questions

You are required to complete fully the knowledge questions, externally set by YMCA Awards. The knowledge questions relate to the syllabus for the 'Delivering personal training sessions' unit, learning outcomes 1 to 3 (J/600/9053, Level 3).

It is recommended that the knowledge questions are completed prior to assessment element 7 as the knowledge and understanding gained from successfully completing these questions will ensure that you are better equipped to complete the following assessment element.

#### Paperwork that relates to this assessment element:

delivering personal training sessions - knowledge questions

### Assessment element 7: Summative observation of practical teaching

You will be required to deliver a personal training session, which will be observed by an assessor. This assessment will relate to the syllabus for the 'Delivering personal training sessions' unit, learning outcomes 4 to 8 (J/600/9053, Level 3).

It is advised that you use the same client as you used for assessment element 5 as you will be familiar with this client. This will allow you to select a range of exercises from across the 4 detailed programme cards you have already developed.

You will be assessed against the 'Delivering personal training sessions – summative observation checklist'.

You need to familiarise yourself with this checklist to ensure you cover all the areas required for the assessment. There are 3 sections to the checklist:

**Planning and preparation** – You will be observed preparing a client for a session which contains the range of exercises detailed in the teaching section below. You can select exercises from all/any of the 4 detailed programme cards you developed for assessment element 5. If you choose not to do this (because you are using a different client) you will need to complete another 'programme card' and ensure that the session meets the requirements outlined below.

**Teaching** – You will be observed delivering a session – with a client, having selected suitable exercises to cover the following:

- appropriate warm up activities
- a minimum of 2 of the following cardiovascular approaches: (CV machines may be used as appropriate)
  - interval
  - fartlek
  - continuous
- a minimum of 4 of the following approaches to resistance training (training systems):
  - pyramid
  - super-setting
  - giant sets
  - tri sets
  - forced repetitions
  - pre/post exhaust
  - negative/eccentric training
  - muscular strength and endurance/muscular fitness
- the use of the following equipment as appropriate when carrying out the above training systems:
  - resistance machines
  - free weights (barbells, dumbbells and cables where available)
- demonstration of safe lifting and passing
- appropriate core stability exercises
- appropriate cool down include the use of proprioceptive neuromuscular facilitation (PNF) stretching.

**Ending a session and evaluation** – Your assessor will observe you ending the session. You will then need to complete the session evaluation form (this is a different form to the 4 you completed in assessment element 5). You'll need to get feedback from your client in order to complete this evaluation.

**Paperwork that relates to this assessment element:**

- delivering personal training sessions – summative observation checklist
- session evaluation

**The remainder of the forms contained within this record are explained below:**

### Assessment plan

This document is designed to allow you and your assessor to plan your progress through the assessment components. You can use this to plan with your assessor and tutor when assessment activities will take place.

### Assessor feedback sheet

This form will be used by your assessor to record any feedback that you may be given. This form may be used at any stage in your learning to record feedback.

### Supplementary questions record

This form will be used by your assessor to record any questions that you may be asked and any responses you may give.

## Summary of achievement

This document is designed to record the outcomes of the assessment elements and any further action that may be required. For example, you may need to be re-assessed in a particular area. This form will also be signed by you to declare authenticity of work and by your assessor to indicate which of the units have been satisfactorily completed. This document should be kept in a safe place as it acts as evidence of your achievement

# Assessment plan

## YMCA Awards Level 3 Certificate in Personal Training (500/8259/0)

Unit title	Element number	Evidence/assessment method	Date, time and place of assessment	Any reasonable adjustments negotiated and agreed
Anatomy and physiology for exercise and health (A/600/9051)	1	multiple choice test: paper-based/online  (delete as applicable)		
Applying the principles of nutrition to a physical activity programme (L/600/9054)  Learning outcomes 1 to 4	2	multiple choice test: paper-based/online  (delete as applicable)		
Applying the principles of nutrition to a physical activity programme (L/600/9054)  Learning outcomes 5 to 9	3	written knowledge questions written case study		
Programming personal training with clients (F/600/9052)  Learning outcomes 1 to 7	4	written knowledge questions		

Unit title	Element number	Evidence/assessment method	Date, time and place of assessment	Any reasonable adjustments negotiated and agreed
Programming personal training with clients (F/600/9052)  Learning outcomes 8 to 13	5	written personal training programme: <ul style="list-style-type: none"> <li>• client profile</li> <li>• physical measurements</li> <li>• goal setting</li> <li>• client testimony</li> <li>• programme cards (for 4 detailed sessions)</li> <li>• 12 week programme overview</li> <li>• client evaluations</li> <li>• goals review</li> </ul>		
Delivering personal training sessions (J/600/9053)  Learning outcomes 1 to 3	6	written knowledge questions		
Delivering personal training sessions (J/600/9053)  Learning outcomes 4 to 8	7	written programme card(s) practical delivery of PT session written session evaluation		
<b>Level 2 units Pre entry requirements</b>	<b>N/A</b>	<b>Evidence/assessment method</b>	<b>Date, time and place of assessment</b>	<b>N/A</b>
Health, safety and welfare in a fitness environment (T/600/9016)				

Principles of exercise and health (A/600/9017)				
Know how to support clients who take part in exercise and physical activity (M/600/9015)				

Learner's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor's signature: \_\_\_\_\_ Date: \_\_\_\_\_

IQA's signature: \_\_\_\_\_ Date: \_\_\_\_\_



# Applying the principles of nutrition to a physical activity programme (L/600/9054)

## Knowledge questions

Learner's name: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor's name: \_\_\_\_\_ Date: \_\_\_\_\_

You are required to complete fully the knowledge questions, externally set by YMCA Awards. These knowledge questions should be completed prior to the case study, as the knowledge required in this section will assist you with the completion of your case study.

1. Give one reason why it is important to gain a client's informed consent before collecting nutritional information.

--

2. Outline 3 key things you would need to know about a client in order to offer nutritional advice

a)

--

b)

--

c)

--

3. Explain the legal and ethical implications of collecting nutritional information with reference to:

Data protection

--	--

REPs' code of ethical conduct

--	--

4. Describe 2 formats for recording nutritional information

a)

--

b)

--

How would you analyse information that had been collected in either of these ways?

5. Explain why confidentiality is important when collecting nutritional information

6. Give an example of a sensitive issue that might be raised when collecting nutritional information

7. List 2 methods of measuring body composition/health risks in relation to weight

a)

b)

8. Describe how to interpret information gained from one of the methods listed in Q7, stating which method you are referring to.

9. Explain 'how' and 'where' it would be most appropriate to give your client feedback on their body composition and nutritional analysis results

How

Where

10. During a client consultation how would you recognise if a client had one of the following eating behaviour patterns?

Anorexia nervosa

Bulimia nervosa

If a client presents signs of disordered eating, how would you manage them?

11. When would it be appropriate to advise a client to visit their GP for referral to a registered dietician?

12. What principles would you apply when setting a client's nutritional goals?

13. How would you apply basic healthy eating advice to a client's nutritional goals?

14. Other than the client, list 2 people that could be involved in their nutritional goal setting. Explain when it is appropriate for these people to be involved.

	Who	When would it be appropriate
a)		
b)		

15. List 2 common client-centred barriers to achieving nutritional goals

a)	
b)	

16. Explain how to apply a motivational strategy to encourage healthy eating and prevention of relapse with a client.

17. Explain why reappraising a client's health status including body composition, in relation to their nutritional goals is useful at agreed stages of the programme.

Final result:  Pass  Refer

# Case study paperwork

## Client profile

Applying the principles of nutrition to a physical activity programme p1 of 2

Learner's name: \_\_\_\_\_ Learner's contact number: \_\_\_\_\_

Assessor's name: \_\_\_\_\_

Please note it is essential the above details are completed as the assessor may need to contact the learner should further clarification be required.

Client profile			
Gender:	Age:	Height:	Weight:
BMI		Health status	
Description of lifestyle, to include: family, occupation, hobbies etc.			

Description of present exercise and physical activity levels (apply FITT where appropriate).

Description of past exercise and physical activity levels (apply FITT where appropriate).

Exercise and physical activity likes and dislikes:

Likes:

Dislikes:

BMR calculation (please show the whole calculation):

Approximate daily kcal requirement:  
(based on current activity levels, by calculating BMR and adding physical activity factor)

Any other comments:

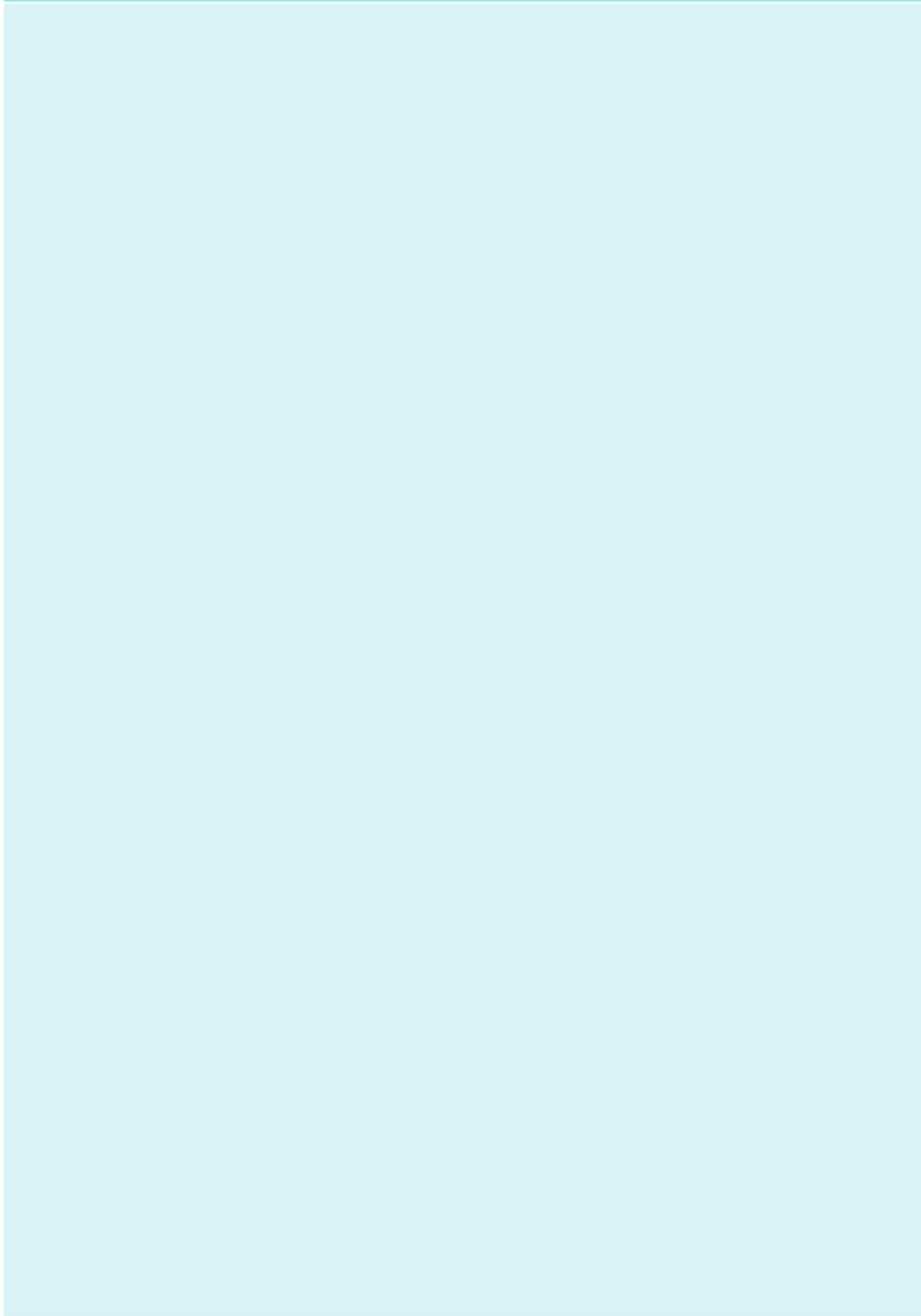


# Nutritional profile and analysis

## Applying the principles of nutrition to a physical activity programme p 1 of 2

Based on the client's food diary (a blank food diary template can be found at the back of this LAR or you can devise your own version) and other information gathered from the client, complete the nutritional profile and analysis. Please include a copy of the client's foods diary with this analysis.

Clients nutritional likes and dislikes	
Likes:	Dislikes:
Analysis of the client's eating habits	
Analysis of the client's current nutritional intake in relation to quantity (number of portions eaten daily and portion size) and nutritional quality of their diet compared to healthy eating guidelines. Provide a rationale for your analysis in terms of health status.	







# Nutritional and exercise/activity plan

## Applying the principles of nutrition to a physical activity programme p 1 of 2

Based on the information you have gathered from your client, your analysis and agreed goals, provide a nutritional and exercise/activity plan that will help your client achieve their goals.

Identify 2 sources of educational information that you will access and make use of with your client and describe how these will help your client achieve their goals		
	Source of information	How it will help the client achieve their goals
a)		
b)		
Outline of nutritional changes required		Why these changes will help your client achieve their goals

Proposed exercise and physical activity plan aligned to the agreed nutritional changes and goals (applying FITT where appropriate)

[Empty space for writing the proposed exercise and physical activity plan]

### Short-term goal review

Review the short-term goals (see the goal setting section for review timescale) and evaluate your client's understanding of the nutritional advice and how it links to the exercise/physical activity plan. Evaluate their progress and suggest any changes that might be needed as a result of this review.

Review of client's understanding and feedback from the client about the plan

[Empty space for writing the review of client's understanding and feedback]

Negotiated changes to the nutritional goals and/or exercise/physical activity plan

[Empty space for writing negotiated changes to the plan]

I can confirm that I have worked with a client and that the information given in this case study is authentic.

# Nutrition case study checklist

Applying the principle of nutrition to a physical activity programme (L/600/9054)

Learner's name: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor's name: \_\_\_\_\_ IQA's name: \_\_\_\_\_

Key: ✓ = Pass, C = Pass with comment, Q = Question, R= Refer

The learner requires a ✓ or a C in every box in order to pass. Questioning can be used where written evidence is insufficient and should be indicated by a Q and then ✓ or R.

The learner:	Outcome
1. Collected information needed to provide the client with appropriate healthy eating advice	
2. Recorded information about the client and their nutritional goals in an approved format	
3. Analysed collected information including nutritional needs and preferences in relation to the client's current status and nutritional goals	
4. Accessed and made use of credible sources of educational information and advice in establishing nutritional goals with the client	
5. Designed and agreed nutritional goals that are compatible with the analysis, accepted good practice and national guidelines	
6. Ensured that the nutritional goals support and integrate with other programme components	
7. Agreed review points with the client	
8. Reviewed the client's understanding of how to follow the nutritional advice as part of their physical activity programme	
9. Monitored, evaluated and reviewed the client's progress towards their nutritional goals	

Final result:  Pass  Refer



# Programming personal training with clients (F/600/9052)

## Knowledge questions

Learner's name: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor's name: \_\_\_\_\_ Date: \_\_\_\_\_

You are required to complete fully the knowledge questions, externally set by YMCA Awards. These knowledge questions should be completed prior to developing the personal training programme, as the knowledge required in this section will assist you with your programme design.

1. Complete the boxes below, explaining how to work in environments that are not specifically designed for exercise/physical activity	
Home	
Office	
2. Give 3 reasons why it is important for clients to understand the advantages of personal training	
a)	
b)	
c)	
3. Give 2 reasons for the importance of a personal trainer working together with clients to agree goals, objectives, programmes and adaptations	
a)	b)
4. Give 3 reasons why long-term behaviour changes are important in developing clients' fitness	
a)	
b)	
c)	

5. How can commitment to long-term change be encouraged?

Blank space for answer to question 5.

6. List 5 pieces of client information that should be obtained before designing a personal training programme

a)	d)
b)	e)
c)	

7. List 2 methods of gathering client information and state when each should be used

Methods	Usage
a)	
b)	

**ONLY complete this question if you haven't completed the unit: 'Applying the principles of nutrition to a physical activity programme' (L/600/9054)**

8. Give one reason why it is important to gain a client's informed consent before collecting information for a personal training programme.

Blank space for answer to question 8.

**ONLY complete this question if you haven't completed the unit: 'Applying the principles of nutrition to a physical activity programme' (L/600/9054)**

9. Explain the legal and ethical implications of collecting client information with reference to:

Data protection/confidentiality	
REPs' code of ethical conduct	

10. Explain how you would identify needs and goals from client information	
Needs	Goals
	Short-term
	Medium-term
	Long-term
11. Give an example of the type of medical condition that would prevent personal trainers without specialist qualifications from working with a client	
12. How can SMART objectives be built into a personal training programme to ensure that goals are met?	
13. List 1 credible source of guidelines for programme design and exercise safety	
14. Give 1 instance when it might be appropriate to share the programme with another professional and 1 instance when it might be appropriate to refer a client to another professional.	
Sharing the programme	
Referring the client	
15. Complete the table below to outline how the programme can be adapted in the following situations:	
Situation	Explain how the programme can be adapted to successfully address the situation
When goals are not being achieved	
When new goals have been identified	

16. Give 4 different training systems and explain how they help maintain programme effectiveness

Training system	How is it effective?

17. Give 4 reasons why it is important to keep accurate records of any changes and reasons for changes, to an exercise programme

a)	c)
b)	d)

Final result:  Pass  Refer

# Client profile

Programming personal training with clients (F/600/9052) – page 1 of 3

Learner's name: \_\_\_\_\_ Date: \_\_\_\_\_

Client's name	Age	Gender
Description of lifestyle, to include: family, occupation, hobbies etc.		
Description of present exercise and physical activity levels (apply FITT where appropriate)	Description of past exercise and physical activity levels (apply FITT where appropriate)	
Clients activity likes and dislikes		
Likes:	Dislikes:	

Client PAR-Q completed and informed consent explained: YES/NO		Did the client answer YES to any PAR-Q questions?
Analysis of PAR-Q response(s) and actions if applicable		
<b>Results from tests (physical measurements/assessments)</b>		
<b>Test</b>	<b>Results</b>	
Blood pressure		
Anthropometrics (tick method): height and weight BMI waist circumference waist to hip ratio		
Body composition (tick method): callipers bio-electrical impedance		
Cardiovascular fitness (tick method): Astrand bike test Rockport walking test step test Cooper 12 min walk/run		
Range of movement (tick method): sit and reach test visual assessment		
Muscular fitness (tick method): abdominal curl/sit-up test press-up test estimation of 8-12 rep max		
<b>Results analysis – list any considerations for the programme based on the above</b>		

Functional ability – list any areas of functional fitness that need applying to the programme

Posture and alignment – list any postural/alignment issues your client might have and how these will be addressed in the programme

Client's needs

Client's readiness to participate (list the client's general feelings towards starting a programme of exercise and any possible obstacles)



# Physical measurements – summative checklist

Programming personal training with clients (F/600/9052)

Learner's name: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor's name: \_\_\_\_\_ IQA's name: \_\_\_\_\_

Key: ✓ = Pass, C = Pass with comment, R= Refer. The learner requires a ✓ or a C in every box in order to pass.

The learner collected the information needed to plan a programme using appropriate methods, to include physical/fitness assessments in the following ways:	Outcome
1. Established a rapport with the client and explained own role	
2. Showed sensitivity and empathy to the client and treated the information they provided confidentially	
3. Took a blood pressure reading from the client. Selected and applied a valid and recognised protocol.	
4. Took anthropometrics from the client. Selected and applied a valid and recognised protocol.	
5. Took a body composition reading from the client. Selected and applied a valid and recognised protocol.	
6. Collected information about the client's cardiovascular fitness. Selected and applied a valid and recognised protocol.	
7. Collected information about the client's range of movement. Selected and applied a valid and recognised protocol.	
8. Collected information about the client's muscular fitness. Selected and applied a valid and recognised protocol.	

Final result:  Pass  Refer



# Goal setting

Programming personal training with clients (F/600/9052) p1 of 2

Learner's name: \_\_\_\_\_ Date: \_\_\_\_\_

Based on the information gathered from the client and the analysis of this information agree short, medium and long-term SMART programme goals with the client.

SMART goals: Indicate below if another party other than the personal trainer and client is required for goal setting (please give a reason for their involvement)

Short-term

Agreed review points:

Medium-term

Agreed review points:

Long-term

Agreed review points:

Barriers to achieving goals

Strategies to overcome barriers

# Client testimony

Programming personal training with clients (F/600/9052)

Personal trainer's (learner's) name: \_\_\_\_\_

Client's name: \_\_\_\_\_

In signing this testimony you (the client) agree that the areas outlined in the checklist below have been fully explained / agreed between yourself and your personal trainer (the learner).

- The personal trainer (learner):
- CT1. worked with you to agree short, medium and long-term goals appropriate to your needs
- CT2. agreed with you your needs and readiness to participate
- CT3. agreed with you the demands of the programme
- CT4. agreed with you a timetable of sessions
- CT5. agreed with you appropriate evaluation methods and review dates
- CT6. agreed with you how to maintain contact between sessions

Client's signature: \_\_\_\_\_

Date: \_\_\_\_\_

Personal trainer's (learner's) signature: \_\_\_\_\_

Date: \_\_\_\_\_



## Programme card

Client's name: \_\_\_\_\_

Assessor's name: \_\_\_\_\_

Date: \_\_\_\_\_ Goal stage this session relates to: \_\_\_\_\_

Environment and resources: \_\_\_\_\_

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### Warm up

Overview of content (including mobility, pulse raising and pre-stretch – where appropriate)	Equipment and duration	Level/speed	RPE/HR	Adaptation(s) or alternatives

### Cardiovascular training 1

Equipment and approach	Programme timings	Level/speed	RPE/HR	Adaptation(s) or alternatives

## Programme card continued

### Resistance training

Exercise/machine	Resistance (kg/body weight)	Reps	Sets:rest	Training system	Adaptation(s) or alternatives

### Cardiovascular training 2 - incorporating pulse lowering

Equipment and approach	Programme timings	Level/speed	RPE/HR	Adaptation(s) or alternatives

### Core stability training

Core exercise(s)	Position	Length of hold :rest	Adaptation(s) or alternatives

### Flexibility

Muscle(s) stretched	Position	Type/ length of hold (static/dynamic/PNF)	Adaptation(s) or alternatives

# 12 week programme overview

## Warm up

Client's name: \_\_\_\_\_ Learner's name: \_\_\_\_\_

	Week 1	Week 6 – overview of changes	Week 12 – overview of changes
Frequency			
Intensity			
Time			
Type			
	Any other information	Explain the reasons for the changes	Explain the reasons for the changes

## 12 week programme overview – cardiovascular training



Client's name: \_\_\_\_\_ Learner's name: \_\_\_\_\_

	Week 1	Week 6 – overview of changes	Week 12 – overview of changes
Frequency			
Intensity			
Time			
Type			
	Any other information	Explain the reasons for the changes	Explain the reasons for the changes

## 12 week programme overview – resistance training

Client's name: \_\_\_\_\_ Learner's name: \_\_\_\_\_

	Week 1	Week 6 – overview of changes	Week 12 – overview of changes
Frequency			
Intensity			
Time			
Type			
	Any other information	Explain the reasons for the changes	Explain the reasons for the changes

# 12 week programme overview – core stability training

Client's name: \_\_\_\_\_ Learner's name: \_\_\_\_\_

	Week 1	Week 6 – overview of changes	Week 12 – overview of changes
Frequency			
Intensity			
Time			
Type			
	Any other information	Explain the reasons for the changes	Explain the reasons for the changes

## 12 week programme overview – cool- down and flexibility

Client's name: \_\_\_\_\_ Learner's name: \_\_\_\_\_

	Week 1	Week 6 – overview of changes	Week 12 – overview of changes
Frequency			
Intensity			
Time			
Type			
	Any other information	Explain the reasons for the changes	Explain the reasons for the changes

# 12 week programme overview – activities for daily living (ADL)



Client's name: \_\_\_\_\_ Learner's name: \_\_\_\_\_

Week 1	Week 6	Week 12

## 12 week programme overview – exercise in other environments

Client's name: \_\_\_\_\_ Learner's name: \_\_\_\_\_

Include exercises that can be carried out in environments such as home, office or outdoors

Week 1	Week 6	Week 12

### 12 week programme overview - other comments

Please list any other details relating to the progression of the whole programme and how you will manage the programme

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# Evaluation form

Programming personal training with clients (F/600/9052)

Learner's name: \_\_\_\_\_

Client's name: \_\_\_\_\_

Session number: \_\_\_\_\_

You will need 4 copies of this evaluation form. You must evaluate each of the 4 sessions you carry out with your client. You will need to gain feedback from your client in order to complete some of the sections within this evaluation form. These evaluations will link directly to the review of the client's goals.

Client's feedback	
The client found the following aspects of the personal training session effective/challenging:	
The client found the following aspects of the personal training session ineffective/less challenging:	
The client enjoyed the following:	The client didn't enjoy the following:

Based on the information received from the client and the visual/verbal feedback given during this session, I will change the client's programme in the following ways before the next session:

Exercises/activities:

Environment and resources:

Adaptations and alternatives:

Other:

I (the client) agree with the above changes to my next personal training session and agree that they are appropriate to my needs.

Client's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Learner's signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Goals review

Programming personal training with clients (F/600/9052) p1 of 2

Learner's name: \_\_\_\_\_

Client's name: \_\_\_\_\_

Date: \_\_\_\_\_ Goal stage: Short term \_\_\_\_\_

This document is to be completed with your client on the agreed short-term goals review date.

Client's view on their progress to date and any changes in circumstances since goal setting

Large empty light blue box for client's view on their progress to date and any changes in circumstances since goal setting.

Feedback given to the client on their progress to date

Large empty light blue box for feedback given to the client on their progress to date.

Review of goals (based on the above outcomes)

Summary of revised short-term goals:

Next review date:

Summary of revised medium-term goals:

Next review date:

Summary of revised long-term goals:

Next review date:

I (the client) can confirm that the purpose of this review has been explained to me and I agree with the revised goals

Client's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Learner's signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Summative checklist

## Programming personal training with clients (F/600/9052)

Learner's name: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor's name: \_\_\_\_\_ IQA's name: \_\_\_\_\_

Key: ✓ = Pass, C = Pass with comment, Q = Question and R= Refer.

The learner requires a ✓ or a C in every box in order to pass.

<b>Client profile (for physical measurements see specific checklist)</b>	
The learner:	Outcome
CP1. explained the purpose of informed consent	
CP2. showed how to analyse client responses to the physical activity readiness questionnaire (PAR-Q)	
CP3. collected information needed to plan a programme using appropriate methods	
CP4. recorded information using appropriate formats in a way to aid analysis	
<b>Goal setting (goal setting and client testimony)</b>	
The learner:	Outcome
GS1. identified when they should involve others, apart from their client, in goal setting	
GS2. worked with the client to agree short, medium and long-term goals appropriate to client's needs	
GS3. ensured goals were: specific, measurable, achievable, realistic and time bound (SMART) consistent with industry good practice	
GS4. agreed with the client their needs and readiness to participate	
<b>Programme (4 session/programme cards, 12 week overview and client testimony)</b>	
The learner:	Outcome
P1. planned specific outcome measures, stages of achievement and exercises/physical activities that were appropriate to the client's goals and level of fitness	
P2. planned specific outcome measures, stages of achievement and exercises/physical activities that were consistent with accepted good practice	
P3. ensured the components of fitness were built into the programme	
P4. applied the principles of training to help the client achieve short, medium and long-term goals	
P5. agreed the demands of the programme with the client	
P6. agreed a timetable of sessions with the client	
P7. agreed appropriate evaluation methods and review dates	

## Programming personal training with clients (F/600/9052)

Programme (4 sessions, 12 week overview and client testimony) continued	
The learner:	Outcome
P8. identified the resources needed for the programme, including the use of environments not designed for exercise	
P9. recorded plans in a format that helped the client and others involved to implement the programme	
P10. agreed how to maintain contact with the client between sessions	
Programme management/adaptation (evaluations and goals review)	
The learner:	Outcome
PM1. monitored effective integration of all programme exercises/physical activities and sessions	
PM2. provided alternatives to the programmed exercises/physical activities if the client could not take part as planned	
PM3. monitored the client's progress using appropriate methods	
PM4. explained the purpose of review to the client	
PM5. reviewed short, medium and long-term goals with the client at agreed points in the programme, taking into account any changes in circumstances	
PM6. encouraged the client to give their own views on progress	
PM7. used suitable methods of evaluation that helped to review the client's progress against goals and initial baseline data	
PM8. gave feedback to the client during their review that is likely to strengthen their motivation and adherence	
PM9. agreed review outcomes with the client	
PM10. kept an accurate record of the reviews and there outcome	
PM11. identified goals and exercise/physical activities that needed to be redefined or adapted	
PM12. agreed adaptations, progressions or regressions to meet the client's needs to optimise achievement	
PM13. introduced adaptations in a way that was appropriate to the client and their needs	
PM14. recorded changes to the programme plans to take account of adaptations	
PM15. monitored the effectiveness of adaptations and updated the programme as necessary	

Final result:  Pass  Refer

Learner's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor's signature: \_\_\_\_\_ Date: \_\_\_\_\_

IQA's signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Delivering personal training sessions (J/600/9053)

## Knowledge questions

Learner's name: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor's name: \_\_\_\_\_ Date: \_\_\_\_\_

You are required to complete fully the knowledge questions, externally set by YMCA Awards. These knowledge questions should be completed prior to delivering the personal training session, as the knowledge required in this section will assist you with your session delivery.

1. Give 2 reasons why it is important to use both verbal and non-verbal communication methods when instructing clients?	
a)	b)
2. Give 2 ways in which you could adapt your communication methods to suite a client	
a)	b)
3. Describe 2 methods of maintaining a client's motivation when they are finding exercises difficult and explain why they are effective	
Method:	Method:
Why is it effective:	Why is it effective:
4. Give 2 reasons why it is important to correct a client's technique	
a)	b)
5. Why it is important to monitor individual progress if more than one client is involved in the session?	

6. Describe 3 methods of monitoring clients' progress during group exercise	
a)	
b)	
c)	
7. Give 2 reasons why it may be necessary to adapt planned exercises to meet clients' needs	
a)	b)
8. Give an example of how you might adapt an exercise/exercise position when space is more limited than planned	
9. Describe 3 ways to increase the intensity and 3 ways to decrease the intensity of exercise	
Methods of increasing intensity	Methods of decreasing intensity
a)	a)
b)	b)
c)	c)
10. Give 3 reasons why personal trainers should give their client(s) feedback on their performance during a session	
a)	
b)	
c)	
11. Give 2 reasons why it is important to give clients the opportunity to ask questions and discuss their performance	
a)	
b)	

12. How can a client be given feedback on their performance in such a way that it remains accurate whilst maintaining client motivation/commitment?

13. Why is it important for clients to see their progress against set objectives/goals?

14. Why is it important to give clients information about future exercise and physical activity (both supervised and unsupervised)?

15. Explain the value of reflective practice

Final result:  Pass  Refer



# Session evaluation

Delivering personal training sessions (J/600/9053)

Learner's name: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor's name: \_\_\_\_\_ Date: \_\_\_\_\_

This evaluation form should be completed by you (the learner) after the delivery of the observed personal training session. You will be required to gain feedback from your client in order to complete some aspects of this evaluation.

Clients feedback on the session  
(the client can write this or you can ask the client and record their answers)

Content of the session - did it meet your needs and goals?

Teaching style - were you motivated, did it work for you?

Is there anything you would like to change? (It could be content of the session, personal trainer's approach etc.):

Answer the following questions based on the feedback given to you by the client:

To what extent did the session meet the client's goals?

How effective was your relationship with the client? Did they feel motivated?

How effectively did your style of instructing meet client needs?

Based on the above feedback and your review of that feedback, how would you improve personal practice in the future?

# Summative observation checklist

## Delivering personal training sessions (J/600/9053)

Learner's name: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor's name: \_\_\_\_\_ IQA's name: \_\_\_\_\_

Key: ✓ = Pass, C = Pass with comment, Q = Question and R = Refer.

The learner requires a ✓ or a C in every box in order to pass this section.

The second 'outcome' column is for reassessment (when applicable), assessors should refer to the syllabus for guidance

Planning and preparation - the learner:	Outcome	Outcome
P1. planned a range of exercises/physical activities to help the client achieve their objectives and goals		
P2. identified, obtained and prepared the resources needed for the planned session, improvising safely where necessary		
P3. helped the client feel at ease		
P4. explained the planned objectives and exercises/physical activities to the client		
P5. explained to the client how the planned session supported their goals and could be progressed and regressed		
P6. explained the physical and technical demands of the planned session to the client		
P7. assessed the client's state of readiness and motivation to take part in the planned session		
P8. negotiated and agreed with the client any changes to the planned session (in line with their goals)		
P9. recorded changes to the client's plans		
P10. provided a warm up that was appropriate to the client, the session and the environment		
<b>Result for planning and preparing</b>	<b>Pass / Refer</b>	<b>Pass / Refer</b>

## Delivering personal training sessions (J/600/9053) – summative observation checklist p2 of 3

KEY: WU = warm up, CV1 = cardiovascular approach 1, RM/FW1-4 = resistance machine or free weight+ approach, CV2 and CD = cardiovascular approach 2 pulse lowering cool down, Core = core training, Flexibility = Flexibility (including PNF). The learner requires a ✓ or a C in every box in order to pass this section. The second 'outcome' column is for reassessment (when applicable), assessors should refer to the syllabus for guidance

Teaching - the learner:	WU	CV1	RM/ FW1	RM/ FW2	RM/ FW3	RM/ FW4	CV2 and CD	Core	Flexibility (PNF)	Outcome	Outcome
T1. used motivational styles that were appropriate to the client and consistent with accepted good practice											
T2. made the best use of the environment in which the client was exercising											
T3. provided instructions, explanations and demonstrations that were technically correct, safe and effective (note: demonstrations - only when necessary for the client)											
T4. adapted verbal and non-verbal communication methods to make sure the client understood what was required											
T5. ensured the client carried out exercises safely on their own											
T6. analysed the client's performance and provided positive reinforcement throughout											
T7. corrected technique at appropriate points											
T8. progressed or regressed exercises according to the client's performance											
<b>Result for teaching</b>										Pass /Refer	Pass /Refer

## Delivering personal training sessions (J/600/9053) – summative observation checklist p3 of 3

Learner's name: \_\_\_\_\_

The learner requires a ✓ or a C in every box in order to pass this section. The second 'outcome' column is for reassessment (when applicable), assessors should refer to the syllabus for guidance. Criteria E1 to E4 should be assessed by observation criteria E5 to E7 can be achieved by completing the session evaluation form

Ending a session and evaluation – the learner:	Outcome	Outcome
E1. allowed sufficient time for a cool down and selected activities appropriate to the session, client's needs and conditions		
E2. provided the client with feedback and positive reinforcement		
E3. explained to the client how their progress linked to their goals		
E4. left the environment in a condition suitable for future use		
E5. reviewed the outcomes of working with the client, including their feedback		
E6. identified: how well the session met the client's goals how effective and motivational the relationship with the client was how well the instructing styles matched the client's needs		
E7. identified how to improve personal practice		
Result for ending a session and evaluation	Pass / Refer	Pass / Refer

All 3 sections (planning and preparation, teaching and ending a session and evaluation) need a pass to achieve a final result of a pass) Final result:  Pass  Refer

Learner's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Assessor's signature: \_\_\_\_\_ Date: \_\_\_\_\_

IQA's signature: \_\_\_\_\_ Date: \_\_\_\_\_



# Appendices



# Assessor feedback sheet

Learner's name: \_\_\_\_\_

Assessor's name: \_\_\_\_\_

Criterion number	Feedback



# Supplementary questions record

Learner's name: \_\_\_\_\_

Assessor's name: \_\_\_\_\_

Assessor's question	Learner's response



# Client food diary

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

The following food diary needs to be completed by the client for a minimum of 7 days.

Day and time	Food and drink	Portion size or weight

Client's signature: \_\_\_\_\_

Date: \_\_\_\_\_



# Physical activity readiness questionnaire (PAR-Q)

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Gender: \_\_\_\_\_

\_\_\_\_\_

Contact number: \_\_\_\_\_ Email: \_\_\_\_\_

\_\_\_\_\_

Next of kin: \_\_\_\_\_ Contact number: \_\_\_\_\_

This PAR-Q is designed to help you to help yourself. Many benefits are associated with regular exercise, and completion of the PAR-Q form is a sensible first step to take if you are planning to increase the amount of physical activity in your life.

For most people, physical activity should not pose a problem or hazard.

The PAR-Q has been designed to identify the small number of people for whom physical activity might be inappropriate or for those who should seek medical advice concerning the type of activity most suitable for them. Common sense is your best guide for answering these questions.

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/NO
2. Do you feel pain in your chest when you do physical activity?	YES/NO
3. In the past month, have you had chest pain when you were not doing physical activity?	YES/NO
4. Do you lose your balance because of dizziness or do you ever lose consciousness?	YES/NO
5. Do you have a bone or joint problem (for example, back, knee or hip) that could be made worse by a change in physical activity?	YES/NO
6. Is your doctor currently prescribing drugs (for example, water pills) for your blood pressure or heart condition?	YES/NO
7. Do you know of any other reason why you should not do physical activity?	YES/NO

If you have answered YES to any of the above questions, then you are required to gain consent from your doctor before participating in the personal training programme.

If you have answered NO to all of the above questions and you have reasonable assurance of your suitability for:

A personal training programme – which will include; a personalised progressive programme designed around your needs and short, medium and long-term goals. The programme will work all components of physical fitness and use the principles of training to ensure it is a gradual periodised programme of exercise and physical activity.

You are advised to postpone entry into the programme if you feel unwell or have a temporary illness. You must inform your personal trainer of any changes to your health status, whilst engaged in your training programme.

Client's name: \_\_\_\_\_ Date: \_\_\_\_\_

Witness' signature: \_\_\_\_\_ Date: \_\_\_\_\_



# Informed consent

## Informed consent form for exercise prescription

### Programme objectives and procedures

I understand that the purpose of the exercise programme is to provide safe and individualised exercise to improve health and fitness. Exercises may include:

Cardiovascular machine activities - treadmill walking or jogging, rowing, upright or recumbent cycling, stair climbing and other such activities in outdoor environments

Resistance training activities using resistance machines, free weights or circuit training to improve muscular strength or endurance

Core and flexibility exercises to improve core stability and movement around the joints and range of motion

### Potential risks

The exercise programme is designed to place a gradually increasing workload on the cardiovascular and muscular systems and thereby improve their function. The reaction of the cardiovascular and muscular system to such exercise cannot always be predicted with complete accuracy. There is a risk of certain changes that might occur during or following the exercise. These changes could relate to blood pressure or heart rate.

### Potential benefits

I understand that a programme of regular exercise has been shown to be beneficial. Some of these benefits include:

A decrease in risk of heart disease

A decrease in body fat

Improved blood pressure

Improvement in psychological function

Improvement in aerobic fitness

The personal training programme has been explained to me and my questions regarding the programme have been answered to my satisfaction. I understand that I am free to withdraw at any time. The information obtained will be treated as private and confidential.

Signature of client: \_\_\_\_\_ Date: \_\_\_\_\_

Witness' signature: \_\_\_\_\_ Date: \_\_\_\_\_



# Summary of achievement

## YMCA Awards Level 3 Certificate in Personal Training p1 of 3

Learner's name: \_\_\_\_\_ Centre name: \_\_\_\_\_

Assessor's name: \_\_\_\_\_ IQA's name: \_\_\_\_\_

Unit title	Assessment element	Assessment outcome	Action plan for achievement and evidence produced for exemption	Reassessment outcome (if applicable)	Assessor's and learner's signature and date of sign-off	IQA's signature and date (if sampled)	EQA's signature and date (if sampled)
Anatomy and physiology for exercise and health (A/600/9051)	1. theory paper	Pass %		Pass %			
		Refer %		Refer %			
		Exemption					
Applying the principles of nutrition to a physical activity programme (L/600/9054)  Learning outcomes 1 to 4	2. theory paper	Pass %		Pass %			
		Refer %		Refer %			
		Exemption					

Unit title	Assessment element	Assessment outcome	Action plan for achievement and evidence produced for exemption	Reassessment outcome (if applicable)	Assessor's and learner's signature and date of sign-off	IQA's signature and date (if sampled)	EQA's signature and date (if sampled)
Applying the principles of nutrition to a physical activity programme (L/600/9054)  Learning outcomes 5 to 9	3. nutrition – knowledge questions and case study	Pass  Refer  Exemption		Pass  Refer			
Programming personal training with clients (F/600/9052)  Learning outcomes 1 to 7	4. programming knowledge questions	Pass  Refer  Exemption		Pass  Refer			
Programming personal training with clients (F/600/9052)  Learning outcomes 8 to 13	5. personal training programme	Pass  Refer  Exemption		Pass  Refer			

Learner's name: \_\_\_\_\_

Unit title	Assessment element	Assessment outcome	Action plan for achievement and evidence produced for exemption	Reassessment outcome (if applicable)	Assessor's and learner's signature and date of sign-off	IQA's signature and date (if sampled)	EQA's signature and date (if sampled)
Delivering personal training sessions (J/600/9053) Learning outcomes 1 to 3	6. delivery – knowledge questions	Pass		Pass			
		Refer		Refer			
		Exemption					
Delivering personal training sessions (J/600/9053) Learning outcomes 4 to 8	7. summative observation of a practical session	Pass		Pass			
		Refer		Refer			
		Exemption					
<b>Level 2 units Pre entry requirements</b>							
Health, Safety and Welfare in a Fitness Environment (T/600/9016)		Pass		Pass			
		Refer		Refer			
		Exemption		Exemption			
Principles of Exercise and Health (A/600/9017)		Pass		Pass			
		Refer		Refer			
		Exemption		Exemption			

Know How to Support Clients Who Take Part in Exercise and Physical Activity (M/600/9015)		Pass		Pass		
		Refer		Refer		
		Exemption		Exemption		

#### Learner authenticity statement:

I confirm that the evidence provided for this qualification is entirely my own work

Learner's signature: \_\_\_\_\_ Date: \_\_\_\_\_

#### Assessor sign-off statement

I confirm that I am satisfied that the learner named above has provided evidence that is valid, authentic, reliable, current and sufficient to demonstrate the required knowledge, understanding and/or skills for the units signed off here.

Assessor's signature: \_\_\_\_\_ Date: \_\_\_\_\_



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