

Level 3 Personal Trainer – Learner Record

Full Name (Capitals)	
Course Start Date	
Course Location	
Tutor Name	

Statement of Achievement

Assessor, by signing this statement of unit achievement you are confirming that all learning outcomes, criteria and range statements have been achieved under specified conditions and that the evidence gathered is authentic.

This statement of unit achievement table must be completed prior to claiming certification.

Section	Pass/Refer	Assessor Full Name	Assessor Signature
Programming personal training with clients			
Delivering personal training sessions			

Learner Name		IQA Name	
Learner Signature		IQA Signature	
Date		Date	

L3 PT Workbook

1. Explain why it is important for clients to understand the advantages of personal training

2. Explain why it is important for a personal trainer to work together with clients to agree goals, objectives, programmes and adaptations

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

4 Explain how to ensure clients commit themselves to long-term change

Learner guidance: please give examples

5 Explain the principles of informed consent

6 Explain why informed consent should be obtained before collecting information for a personal training

7. Summarise the client information that should be collected when designing a personal training programme to include:

8 Explain how to select the most appropriate methods of collecting client information according to client need

Learner guidance: please give examples of when you will use certain methods of collecting information

9 Explain the legal and ethical implications of collecting client information, including confidentiality

10 Explain how to interpret information collected from the client in order to identify client needs and goals

Learner guidance: give examples of collecting information and identifying client goals

11 Explain how to analyse client responses to the Physical Activity Readiness Questionnaire (PAR-Q)

12 Describe the types of medical conditions that will prevent personal trainers from working with a client unless they have specialist training and qualifications

13 Explain how and when personal trainers should refer clients to another professional

PASS/REFER

Assessor Name: _____

Assessor Feedback

Collecting client information

Name	
Age	
Height	
Weight	
Fat %	
Waist	
Posture and Alignment (describe client's posture)	
Functional Ability (describe clients movement patterns)	
Date	

What do you want to achieve and why?

How much time per session/week do you have?

Do you have any barriers to exercise, or anything else that may stop you from training?

How can we overcome these?

What is your current training regime?

What are your favourite and least favourite exercises?

Describe your typical diet, also including drinks

Day	Breakfast & Snacks	Lunch & Snacks	Dinner & Snacks
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

What would you like to achieve with your diet?

Identify two credible sources of nutrition information that will help your client achieve their goals, and explain how you client will use each of the.

From analysing your client's food diary, what changes would you suggest they make to meet their nutritional needs and goals?

Level 3 Personal Training SMART Goals

Exercise

The Short-term SMART Goal <u>(One Sentence)</u>	
SPECIFIC (please provide a starting point and an ending point)	
MEASURABLE (what would you use to measure the goal)	
ACHIEVEABLE (what experiences suggest that the goal is achievable)	
REALISTIC (what resources are available to help achieve the goal)	
TIMEBOUND (please provide start and end date)	

Level 3 Personal Training SMART Goals

Exercise

The Medium-term SMART Goal <u>(One Sentence)</u>	
SPECIFIC	
MEASURABLE	
ACHIEVEABLE	
REALISTIC	
TIMEBOUND	

Level 3 Personal Training SMART Goals

Exercise

The Long-term SMART Goal <u>(One Sentence)</u>	
SPECIFIC	
MEASURABLE	
ACHIEVEABLE	
REALISTIC	
TIMEBOUND	

Level 3 Personal Training SMART Goals

Nutrition

Based on the information gained from the client's food diary, what nutritional goals have you agreed upon and are they applicable to the national guidelines?

The Short-term SMART Goal <u>(One Sentence)</u>	
SPECIFIC	
MEASURABLE eg. food diary or interview	
ACHIEVEABLE	
REALISTIC	
TIMEBOUND	

Level 3 Personal Training SMART Goals

Nutrition

The Medium-term SMART Goal <u>(One Sentence)</u>	
SPECIFIC	
MEASURABLE eg. food diary or interview	
ACHIEVEABLE	
REALISTIC	
TIMEBOUND	

Level 3 Personal Training SMART Goals

Nutrition

The Long-term SMART Goal <u>(One Sentence)</u>	
SPECIFIC	
MEASURABLE eg. food diary or interview	
ACHIEVEABLE	
REALISTIC	
TIMEBOUND	

Learner guidance:

- Please use a linear form of periodisation
- Only 1 variable needs to be increased per week
- Use RPE to monitor intensity for CV and core exercises.

Show a range of RPE when necessary

8 Week Overview

Month 1

Cardiovascular method 1: _____

	Week 1	Week 2	Week 3	Week 4
F				
I				
T				
T				

Resistance method 1: _____

	Week 1	Week 2	Week 3	Week 4
F				
I				
T				
T				

Resistance method 2: _____

	Week 1	Week 2	Week 3	Week 4
F				
I				
T				
T				

Core Exercise 1: _____

	Week 1	Week 2	Week 3	Week 4
F				
I				
T				
T				

Month 2

Cardiovascular method 2: _____

	Week 5	Week 6	Week 7	Week 8
F				
I				
T				
T				

Resistance method 3: _____

	Week 5	Week 6	Week 7	Week 8
F				
I				
T				
T				

Resistance method 4: _____

	Week 5	Week 6	Week 7	Week 8
F				
I				
T				
T				

Core Exercise 2: _____

	Week 5	Week 6	Week 7	Week 8
F				
I				
T				
T				

PASS/REFER

Assessor Name: _____

Feedback

Programme Card 1

Client name		Instructor	
Duty first aider		Nearest telephone	
Location of first aid kit			
Safety checks			

Warm up CV			
Equipment	Time	Intensity/RPE	Teaching Points
	1-2 mins		
	2-3 mins		
	3-4 mins		
	4-5 mins		
Warm up stretches			
Exercise name	Reps/Time held	Dynamic/static	Teaching Points

CV Training Approach 1			
Equipment	Time	Intensity/RPE	Teaching Points
Resistance Training Approaches			
Training Approach/Exercises	Rest time	Sets/Reps	Teaching Points

Core training			
Exercise/Equipment/training system	Rest time	Sets/Reps	Teaching Points
Cool down CV			
Equipment	Time	Intensity/RPE	Teaching Points
	1-2 mins		
	2-3 mins		
	3-4 mins		
	4-5 mins		
Cool down Stretches			
Muscle group	Time held	Developmental /maintenance	Teaching Points

Programme Card 2

Client name		Instructor	
Duty first aider		Nearest telephone	
Location of first aid kit			
Safety checks			

Warm up CV			
Equipment	Time	Intensity/RPE	Teaching Points
	1-2 mins		
	2-3 mins		
	3-4 mins		
	4-5 mins		
Warm up stretches			
Exercise name	Reps/Time held	Dynamic/static	Teaching Points

CV Training Approach 2			
Equipment	Time	Intensity/RPE	Teaching Points
Resistance Training Approaches			
Training Approach/Exercises	Rest time	Sets/Reps	Teaching Points

Core training			
Exercise/Equipment/training system	Rest time	Sets/Reps	Teaching Points
Cool down CV			
Equipment	Time	Intensity/RPE	Teaching Points
	1-2 mins		
	2-3 mins		
	3-4 mins		
	4-5 mins		
Cool down Stretches			
Muscle groups	Time held	Developmental/ maintenance	Teaching Points

Learner guidance: please complete the next section as if you have been training your client aiming to reach their exercise and nutrition goals

Has your client achieved their short term Nutrition goal? How have you monitored whether they have achieved it? You need to evaluate and review whether your client has achieved them.

Review short term exercise goal with your client, taking into account any change in circumstances. This should occur two weeks into your programme.

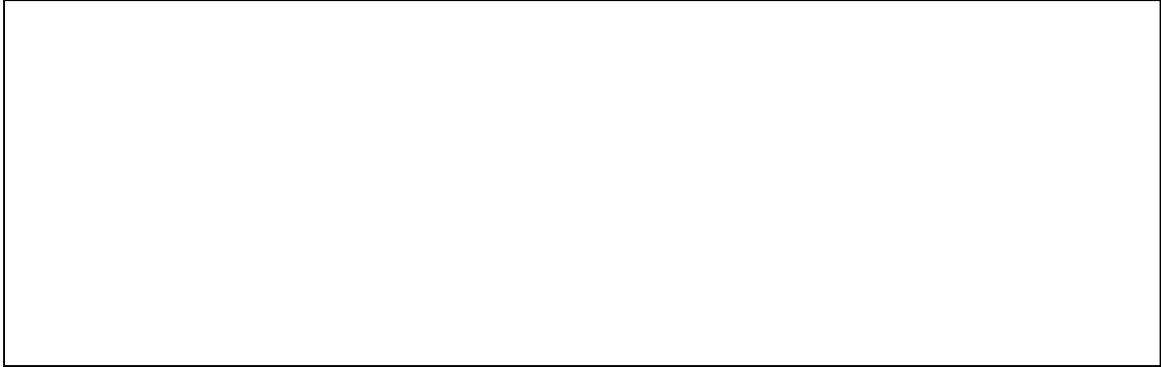
Learner Guidance: Short term exercise goal is four weeks long.

Review medium term exercise goal with your client, taking into account any change in circumstances. This should occur six weeks into your programme.

Learner Guidance: Medium term exercise goal is eight weeks long.

Review long term exercise goal with your client, taking into account any change in circumstances. This should occur ten weeks into your programme.

Learner Guidance: Long term exercise goal is twelve weeks long.



PARQ

The PARQ (Physical Activity Readiness Questionnaire) is designed to determine whether exercise is safe for you at this moment in time.

Please answer the following questions YES or NO.

Has your doctor ever said you have heart trouble?	Yes	No
Do you frequently have pains in your heart and chest?	Yes	No
Do you ever often feel faint or have spells of dizziness?	Yes	No
Has a doctor ever said your blood pressure was too high?	Yes	No
Has a doctor ever told you that you have a bone or joint problem that might get worse with exercise?	Yes	No
Are you on any prescribed medication for blood pressure or a heart condition?	Yes	No

If you have accurately answered NO to all questions you are cleared to start a graduated exercise programme.

If you have answered YES to any questions talk with your doctor before you exercise.

Name

Signature

Date

Level 3 summative assessment

Preparing and introducing the session	
Welcomed the client to the session	
Indicated the location of the gym's emergency exits	
Ensured PARQ and verbal screening is completed	
Gave an overview of what the session will involve	
Explained the effort required to effectively execute the exercises	

Key: Competent mark a tick. Competent with a comment mark a bullet point. Not competent mark a R Two 'Rs' in any horizontal row = Referral. Four'Rs' in the assessment grid = Referral.																							
	Exercise used	W/up CV 1		WU Stretches		CV system 1		CV system 2		RT system 1		RT system 2		RT system 3		RT system 4		Core Exercise		CD CV		CD Stretches	
	Training Approach																						
1	Gave technically correct demonstrations and explanations																						
2	Explained training approach to client																						
3	Explained how training approach meets clients needs																						
4	Adopted appropriate teaching positions																						
5	Adapted exercises to suit client's needs																						
6	Offered alternative exercises if necessary																						
7	Reinforced teaching points and provided feedback																						
8	Gained feedback from client																						
9	Monitored intensity																						
10	Correct lifting and passing technique used when necessary																						
11	Exercise conducted in a timely manner																						
12	Provide motivation/encouragement																						

Ending the session		
12	Gave constructive feedback to the client based on their performance	
13	Gained feedback from the client as to how well their goals were met and how effective the planned activities were	
14	Gained feedback from the client as to how effective the motivational and instructional styles were	
15	Checked that the environment and equipment was left in good order	

PASS/REFER

Assessor Name: _____

Date: _____

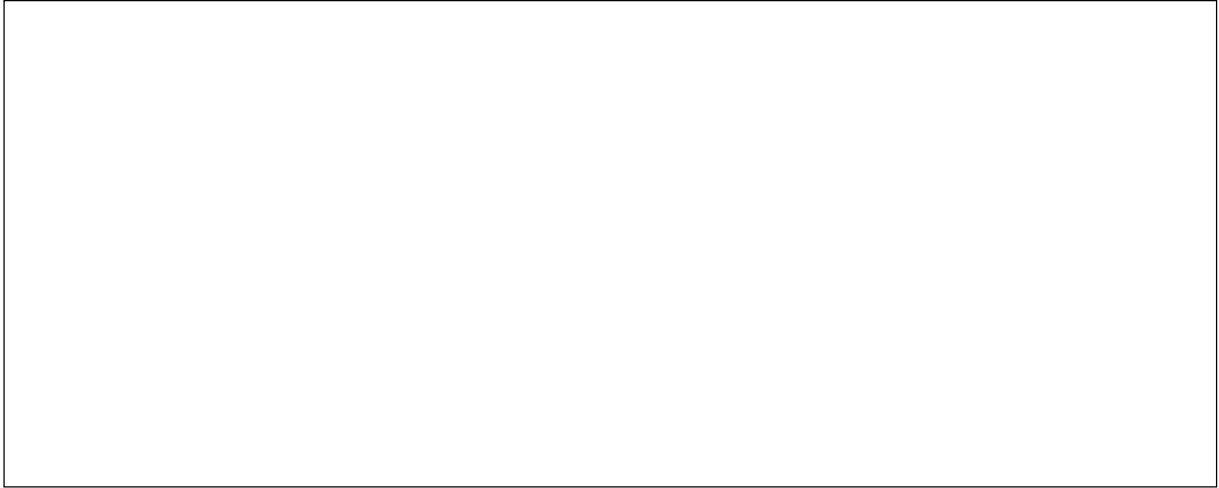
Criteria: Delivering session	Assessor feedback

Self-evaluation following the summative assessment

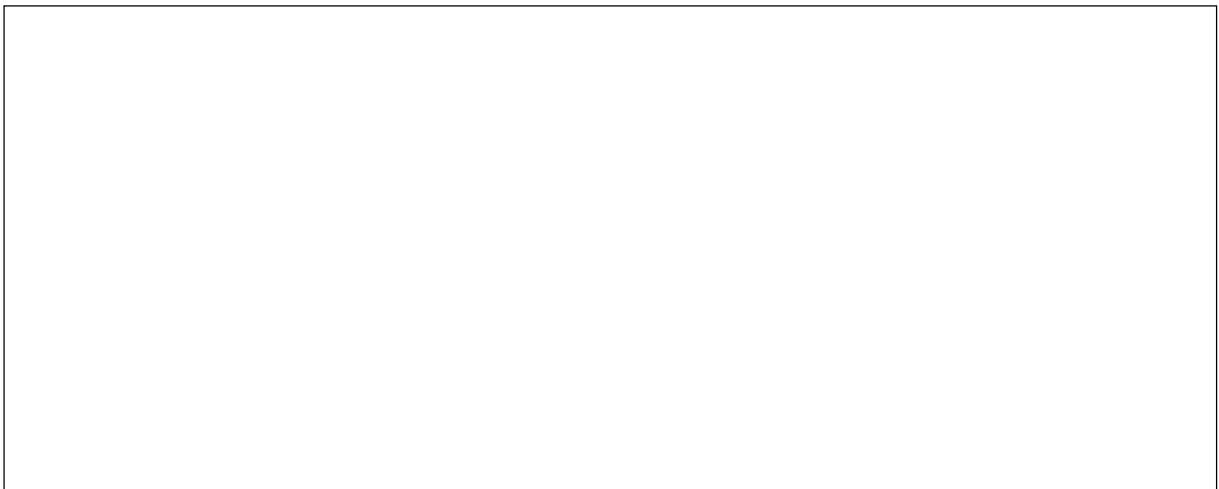
Feedback from your client

Describe how you met the client's expectations

How effective was the session?

A large, empty rectangular box with a thin black border, intended for handwritten feedback regarding the effectiveness of the session.

How can you improve?

A large, empty rectangular box with a thin black border, intended for handwritten feedback regarding how the session can be improved.

PASS/REFER

Assessor Name: _____

Assessor Feedback

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Educate Fitness **Appeals and Complaints Procedure**

Your Teaching and Learning Mentor will provide you with help and advice with regard to the requirements of your award. This may take the form of giving you assignments and/or activities to check your understanding. The training that you receive will be individually planned to suit your needs.

We hope that all feedback given to you will be constructive and clear and will encourage you to complete the work for your award as effectively as possible.

If you are not happy with any aspect of your programme we will do our best to help you deal with the issue. This may mean talking to your Teaching and Learning Mentor on your behalf to help overcome the problem.

Your Teaching and Learning Mentor will do their best to support you, however we do appreciate that there may be times that issues arise that you would prefer not to discuss with your Teaching and Learning Mentor.

If for any reason you disagree with a decision made by your Teaching and Learning Mentor you have the right to appeal that decision. How to do this is written below.

What you can do if you don't agree with your Teaching and Learning Mentor's decision

If you feel that you have been unfairly treated or you do not agree with an assessment decision that has been made you should follow the procedure below:

- You should express your concerns directly to your Teaching and Learning Mentor, stating what the problem is so that the Teaching and Learning Mentor can explain their decision to you.
- If an agreement cannot be reached, you can arrange to discuss the issue with your Internal Verifier.
- If an agreement cannot be reached at this stage you should contact the Lead Internal Verifier in order to reach an agreement.
- If you decide you want to appeal the assessment decision you have the right to do so but your appeal must be emailed to: sam@educatefitness.co.uk - Your appeal must be received within 5 days of the assessment decision.