SKAEF16 SQA Unit Code H918 04

Deliver exercise and physical activity as part of a personal training programme

Overview

The standard is about the competence that personal trainers require to deliver exercise and physical activity as part of a personal training programme for apparently healthy adults of all ages.

The main outcomes of this standard are:

1. plan and prepare individualised exercise sessions
2. prepare participants for individualised exercise sessions
3. teach and adapt planned exercises
4. bring individualised exercise sessions to an end

You must include the core exercise and fitness knowledge and theoretical understanding as detailed in the document SkillsActive Exercise and Fitness Core Knowledge Requirements relevant to the job role.

This standard is for personal trainers who plan, conduct and review personal training programmes to address short, medium and long term goals.

Performance criteria

You must be able to:

Plan and prepare individualised exercise sessions

1. identify a range of exercises to help **participants** achieve their **goals**
2. select **teaching styles** for each component of the session
3. plan the focus of the **exercises**
4. plan timings, intensities and sequences of **exercises**
5. deliver a balance of instruction, activity and discussion within the session
6. identify the **resources** required for the session
7. prepare the **resources** you need for the session, following **legal and organisational procedures**

Prepare participants for individualised exercise sessions

8. collect any new information from **participants** about their response to previous activity
9. inform **participants** how the session links to their **goals**
10. discuss the **exercises** that you have planned for the session with the **participants**
11. discuss the physical and technical demands of the planned **exercises** with **participants**
12. explain how **participants** can progress or regress the **exercises** to meet their **goals**
13. assess and agree **participants'** state of readiness to take part in the session
14. negotiate, agree and record with **participants** any changes to the planned **exercises** that will meet their **goals** and preferences

Teach and adapt planned exercises

15. provide **participants** with effective warm up activities
16. ensure the **environment** is prepared for **participants** to effectively exercise
17. provide demonstrations to **participants**
18. check **participants'** understanding of instructions, explanations and

demonstrations
19. adapt **communication styles** to the needs of **participants**
20. ensure **participants** can carry out the **exercises** safely on their own
21. observe and analyse the **participants'** performance
22. provide positive reinforcement throughout the session
23. correct technique where **participants'** performance requires improvement
24. progress or regress **exercises** according to **participants'** performance

Bring individualised exercise sessions to an end

25. allow sufficient time for the closing phase of the session
26. deliver cool down activities
27. provide **participants** with feedback about their performance
28. explain to **participants** how their progress links to their short, medium and long term **goals**
29. provide **participants** the opportunity to ask questions about the session
30. discuss other possible activities with **participants** that could assist them achieving their **goals**
31. leave the **environment** in a condition suitable for future use, following **legal and organisational procedures**

Knowledge and understanding

You need to know and understand:

Plan and prepare individualised exercise sessions

1. exercises that will help the participant achieve their goals
2. **teaching and motivational styles**
3. why you should plan and agree the focus of the exercises at the start of the session with participants
4. how timings, intensities and sequences can affect outcomes of the session
5. why a balance of instruction, exercise and discussion is necessary
6. how to prepare the equipment and **environment** you need for the session, following **legal and organisational procedures**

Prepare the participant for individualised exercise sessions

7. how to prepare participants for an activity
8. why you should meet participants punctually for an exercise session
9. ways of making participants feel at ease prior to an exercise session
10. why you should find out from participants how they responded to previous physical activity
11. why you should explain to participants how the session links with their **goals**
12. why you should explain to participants the reasons of selection for the exercises chosen
13. the physical and technical demands of exercises
14. how to progress and regress exercises within the session
15. how to assess participants' readiness to take part in an exercise session
16. how to assess participants' motivation to take part in an exercise session, using **motivational strategies**
17. when to negotiate and agree changes to your plans with participants

Teach and adapt planned exercises

18. how to deliver a warm up prior to an exercise session

19. how to make the best use of the **environment** for the session
20. **teaching methods** for providing instructions and explanations
21. the correct positions for the exercises
22. ways of providing instructions, demonstrations and explanations to participants
23. how to adapt your communication methods to the meet participants' needs
24. why participants should carry out the exercises on their own
25. how to analyse participants' performance
26. ways of providing positive reinforcement throughout the session
27. why you would adjust incorrect exercise techniques performed by participants
28. ways of progressing or regressing an exercise according to participants' performance

Bring individualised exercise sessions to an end

29. why you should allow sufficient time for participants to finish exercising
30. why you would select cool down activities that are consistent with the nature of the exercise session
31. when to provide participants with positive feedback on their performance
32. why you should provide participants with your feedback on the exercise session
33. why participants need to see how their progress links to their overall **goals**
34. why participants should be given the opportunity to ask questions about their performance
35. suitable alternative activities that could assist participants in achieving their goals
36. the **legal and organisational procedures** for dealing with equipment, and the wider facility, once the session is over

Scope/range related to performance criteria

Participants

1. beginners
2. experienced
3. with specific fitness needs
4. with general health needs

Goals

1. general health and fitness
2. physiological
3. psychological
4. lifestyle
5. social
6. functional ability

Teaching styles

1. goal oriented
2. social
3. learning

Exercises, to develop

1. cardiovascular fitness
2. muscular fitness
3. flexibility
4. motor skills
5. core stability

Resources

1. environment for the session
2. portable equipment
3. fixed equipment

Legal and organisational procedures (to cover a minimum of 4)

1. Health and Safety at Work Act
2. Control of Substances Hazardous to Health
3. Reporting of Injuries, Diseases and Dangerous Occurrences Regulations
4. Electricity at Work Regulations
5. First Aid Regulations
6. individual organisational policies and procedures

Environment

1. gym
2. studio/sports hall
3. participant's home or other enclosed space
4. outdoors

Communication styles

1. verbal
2. non-verbal

Scope/range related to knowledge and understanding

Teaching and motivational styles

1. goal oriented
2. social
3. learning

Environment

1. space
2. layout
3. temperature
4. flooring
5. lighting
6. ventilation
7. use of music
8. equipment for the session
9. personal clothing and equipment

Legal and organisational procedures

1. Health and Safety at Work Act
2. Control of Substances Hazardous to Health
3. Reporting of Injuries, Diseases and Dangerous Occurrences Regulations
4. Electricity at Work Regulations
5. First Aid Regulations
6. individual organisational policies and procedures

Goals

1. general health and fitness
2. physiological
3. psychological
4. lifestyle
5. social

6. functional ability

Motivational strategies

1. intrinsic
2. extrinsic
3. goal setting
4. incentives / rewards
5. behaviour change

Teaching methods

1. changing teaching positions
2. asking questions
3. making adaptations and progressions
4. verbal and visual communications
5. mirroring

Values

The following values underpin the Exercise and Fitness National Occupational Standards

Exercise Professionals should:

1. demonstrate and promote a responsible lifestyle and conduct, by actively discouraging the use of performance enhancing drugs, and any other illegal substance
2. maintain confidentiality
3. deal openly and in a transparent manner with participants; respecting their participants' needs at all times
4. seek to adopt the highest level of professional standards in all areas of their work and the development of their career

Behaviours

The following behaviours underpin the Exercise and Fitness National Occupational Standards

Exercise Professionals should:

1. seek to nurture healthy relationships with participants and other health professionals by supporting, coordinating and managing the fitness/exercise process effectively, keeping the participant at the centre of the process
2. be aware of the roles of supporting personnel in the healthcare professions and recognise when to refer issues to these specialists
3. be aware of responsibilities and liabilities under equality, diversity and inclusion legislation and industry codes of practice
4. aim to empower participants; supporting their right to make choices, discover their own solutions, and enable them to participate and develop at their own pace and in their own way
5. identify and recognise the participants' needs at the start of the process
6. aim to improve participants' confidence, self-esteem and fitness levels
7. reflect on own practice and always seek ways to improve their own fitness and exercise ability, skills and knowledge
8. establish a rapport with participants
9. show empathy and sensitivity to participants' goals and current stage of readiness
10. present a positive image of oneself and their organisation to participants
11. develop an effective working relationship with participants
12. clearly define the roles and responsibilities of other professionals who may be involved
13. communicate clearly with participants in a way that makes them feel valued

14. show sensitivity and empathy to the participants and the information they provide

Skills

The following skills underpin the Exercise and Fitness National Occupational Standards

Exercise Professionals should:
1. systematically prepare for all activities ensuring the health, safety and welfare of their participants
2. ensure there is differentiation and inclusion that can enable participants with particular needs and of various abilities to participate in sessions and programmes. The needs of participants with a disability should be considered and, where possible, their needs met
3. implement ground rules for behaviour during the session
4. explain their role and responsibilities to participants
5. identify any barriers to participation
6. encourage participants to find a solution to their barriers
7. identify participants' readiness to participate
8. identify and agree strategies to prevent drop out or relapse
9. use instructing styles that match participants' needs
10. adapt their relationship with participants to meet their changing needs
11. listen to and ask the participants questions to check their understanding
12. identify what information they need to collect about their participants
13. collect information about their participants using approved methods
14. record the information in a way that will help with analysing it
15. use communication techniques and appropriate responses when dealing with conflict
16. recognise discriminatory behaviour and know the procedures to follow in case of any incidents

Glossary

Accessible Format

A document which presents the same information in a different form that is more easily used and understood by people of different abilities.

Activities

Components of a physical activity session that may focus on your development of participants' strength, endurance, techniques or tactical awareness or

strategies for problem solving. Physical activity sessions are composed of one or more activities.

Cool down

Safe activities that allow participants to mentally and physically recover from activities undertaken in a physical activity session.

Feedback

The process of giving and receiving views on performance. This might include you giving participants feedback on their performance or contribution to a physical activity session; or a more experienced instructor giving an opinion on your performance in the delivery of a particular physical activity session.

Goals

Can be long, medium or short term. The stated outcome of the physical activity session (individual or group) which will influence what participants will be working on during the session.

Instructions

The key teaching points which guide a participant towards safe and effective performance of an exercise.

Participants

People, as individuals, or in groups, who will be taking part in a physical activity session.

Plan

A physical activity session plan is a description of a particular session; included

in the plan will be its aims, objectives, content, activities, timings and equipment needed. Plans should be recorded so that they can be shared with others and referenced at a later date.

Review

The process of analysing the sessions you have planned and delivered, identifying what went well and what could have been improved.

Training

Could involve a course, but would also include watching others doing things that are new to you, receiving instructions from others on new things you have to do and having the opportunities to practise new skills.

Warm up

Safe activities that allow participants to mentally and physically prepare for a physical activity session.

Welfare

Supporting participants' well-being including basic lifestyle, nutrition and drug awareness.

Links to other NOS

This standard links with SKAEF1, SKAEF13, SKAEF14, SKAEF15, SKAEF17 and SKAEF19.

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