



Unit 7: Personal Training and Programming

Delivery guidance

Approaching the unit

This unit gives the learner 'hands-on' practical experience of planning and delivering a personal training programme for specific clients. It builds on the learning and development of completing health screening and planning and instructing a gym-based induction and exercise session in Unit 6. Therefore, like Unit 6, access to a gym or area containing free weights, fixed resistance weights and cardiovascular equipment is essential. Learners will benefit from a site visit to a health and fitness centre to observe a personal trainer in action. They will see and experience the different types of equipment available and the procedures in place to instruct a personalised and motivating session.

Learners will explore, in depth, the anatomy and physiology of the main body systems, empowering them with the required knowledge of how the body reacts to various types of exercise during a session (short term) and over a programme of sessions (long term).

An effective personal trainer fully appreciates the importance of the 'personal' and is able to programme training specific to a client's needs. Therefore, the unit will give the learner access to an array of training methods and the ingredients to enable effective and safe programme design. It will provide opportunities for the learner to review their own performance and that of their client, so that the 'personal' approach in adapting and updating a programme is also practised.

Learners will use all the skills and information to plan, deliver and review personal training sessions, using the principles of training, so they will need access to a participant with whom they can run the session.

Delivering the learning aims

Within the personal trainer role, knowledge of the working body systems is essential to ensure an accurate application and instruction of a training programme. **Learning aim A** focuses on the in-depth knowledge required of anatomy, physiology and biomechanics. It is important that the structure and function of each system is made very clear and practical examples of exercise are provided and used to help to demonstrate the importance of this knowledge in the personal trainer role.

The systems can be introduced by a combination of:

- formal lectures
- learner-centred learning (e.g. individual or group research based on the use of the internet and online platforms)
- small-group discussion
- completion of knowledge organisers focusing on each system and how it can be applied to exercise
- active teaching and learning and learner-led experiments to maximise engagement.

Learning aim B focuses on client wellbeing and the practical screening process for clients to assess health and fitness capacity.

It is very likely that some learners may already have experience of taking part in screening themselves if they are members of a gym or if they complete Unit 6. However, some may not have any experience of going through fitness assessments and as such you will have to provide guidance and support to these learners to help them develop their knowledge and skills of the



what and why in this area. You may wish to invite fitness instructors from the range of local sports-related organisations to talk about why it is important to screen clients and how they go about doing this in order to maximise customer satisfaction. They can also provide examples of screening and exercise readiness questionnaires, as well as giving simulated interviews with members of the class so that everyone can see what the process involves.

The lifestyle factors underpinning a client's health and wellbeing and their approach to physical activity can be understood by looking at case studies and learners can research and then present about the various methods available to improve client lifestyle change.

Learning aim C

For this learning aim, learners should be engaged primarily in practical activities and training methods combined with some theoretical delivery and consolidation on designing personal training programmes to address specific components of fitness, adhering to the principles of training.

Learners will need to be able to participate in and learn the training methods listed in the unit content:

- cardiovascular exercises for cardiovascular endurance
- fixed resistance machines, free weights, body weight exercises for muscular strength and endurance
- types of stretching to develop flexibility
- balance, core stability and coordination methods for functional exercise.

This experience, whether new or existing, should be extensive enough to maximise engagement but inform design of their own delivery of a personal training session.

Learning aim D

For this learning aim, learners should be engaged in practical experimentation combined with theoretical delivery. It would be a good idea for learners to work in pairs to deliver personal training sessions. They can then start to populate a session plan for a personal training programme for a given client.

It is helpful if learners can work with participants who are not their peers or who are not being taught this unit. This will help them learn to instruct and demonstrate accurately, as well as learning appropriate methods for optimal client engagement. If only peers are available, the participants are unlikely to use many incorrect techniques, as they should already know how to perform the exercises. Peer correction also can lead to a more relaxed approach that is not appropriate for clients in the industry.

Learners will need access to an appropriately equipped location for the delivery and assessment of this unit, together with a willing participant to instruct in the summative assessment.

The instruction sessions could be visually recorded so that learners can see how they performed in the delivery of the session. They can also check if there are areas on which they could improve. Learners should also be encouraged to ask for feedback from the participant to find out if the training methods felt appropriate in terms of their needs, timing, motivation and teaching points. It would be beneficial if the feedback from participants also included strengths and areas for improvement in relation to the instructor's skill, such as communication and motivation.



Assessment model

Learning aim	Key content areas	Recommended assessment approach
A Explore anatomy, physiology and biomechanics for personal training	A1 Musculoskeletal system A2 Cardiorespiratory system A3 Energy systems A4 Nervous system A5 Endocrine system A6 Biomechanics in personal training	Written report covering each body system and the effect of biomechanics and kinesiology in personal training.
B Explore client health and wellbeing to plan personal training programmes	B1 Factors that affect client health and wellbeing B2 Health conditions and client screening methods B3 Strategies to encourage long-term positive lifestyle practice	Visual/audio evidence of learners carrying out screening processes with a client and a written report focusing on screening activity results, factors affecting safe exercise participation and when to refer clients.
C Explore personal training methods and programming	C1 Personal training methods for cardiovascular endurance C2 Personal training methods for muscular strength C3 Personal training methods for muscular endurance C4 Personal training methods for flexibility C5 Personal training methods for functional exercise C6 Designing personal training programmes	Exercise and health-based recommendations based on the results and factors, supported by evidence of completed lifestyle screening activities. A written report which compares different types of training for specific components of fitness and how they can be adapted to meet the needs of specific clients Personal training programme for two contrasting clients. Session plans.
D Plan, deliver and review personal training sessions for a client	D1 Planning a personal training session D2 Instructing a personal training session D3 Reviewing own performance in instructing a personal training session D4 Reviewing client's performance, fitness levels and goals	Visual/audio evidence of learners instructing a personal training session. The session plan and an evaluative report of own performance and client's performance must be evidenced.



Assessment guidance

This unit is internally assessed. There is a maximum number of three summative assignments for this unit. Tutors should refer to the assessment guidance in the specification for specific detail, particularly in relation to the requirements for Pass, Merit and Distinction grades.

It is important to note that, as stated in the *Further Information for Teachers and Assessors* within the unit, all practical assessment must be conducted in a **real-world environment**. This, where possible, should be in the workplace on the job at work, or in a situation that is as close as possible to this, in order to replicate a working environment. For example, where appropriate an acceptable scenario is that you could use a different cohort of learners for practical assessment. This can also be covered within a work placement. Further information about this can be found on page 161 of the specification.

It is suggested that **learning aim A** is assessed via a written report. For A.P1 and A.P2, the report will cover all body systems. To support learners in their report writing, they should be encouraged to use headings and sub-headings. The report is to be extended for A.P3 and apply biomechanics. This can be completed by explaining how biomechanics are being used in a specific exercise or a selection of exercises. To access higher grades, learners must be able to show they appreciate the interrelationships of the body systems and evaluate how they are positively, and negatively, effected by exercise. This can be included in their written report.

It is suggested that **learning aim B** is assessed via video/audio evidence with an accompanying written report. Within the video/audio evidence, the learners must carry out the screening process for two contrasting clients. This will be completed, demonstrating methods of forming positive working relationships with those individuals. A written report will accompany this evidence, to provide an assessment of the client screening information and what recommendations for future participation in regular exercise arise. The report will explore the factors that affect the health and well-being of a client. To access higher grades, learners must be able to compare the client screening information in order to justify personal training recommendations. This can be included in their written presentation.

Learning aim C is assessed alongside **learning aim B** and will initially require practical involvement in personal training methods for a variety of fitness components; cardiovascular endurance, muscular endurance, flexibility and functional exercise. For each, learners need to be clear on safe delivery of these methods and how they can be adapted to meet the needs of specific clients. Learning through active participation will allow the learner to develop the knowledge and skills required to be able to demonstrate correct exercise technique and demonstrate the necessary adaptations.

Learners will also need to provide safe and progressive training programmes for two contrasting clients following the principles of training and developing a specific component of fitness for a client they will receive as a case study. The learner may accompany their practical application and programme with written evidence of why they have chosen the programme.

The experimentation from the case studies will instil an awareness to be able plan *and* deliver personal training sessions for **learning aim D**. The learner can then choose a model of review to describe and discuss their own and the client's performance. For a higher grade, D.M4, the review is developed, by making recommendations for future improvements. The findings of the review will be key for an evaluation (D.D3) of the session(s) delivered with a view to justifying the suggestions made to improve their own and the client's performance.



Getting started

This gives you a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

Introduction

Meeting a personal trainer is an engaging method to introduce this unit. This can be in the form of an invitation to the centre as a guest speaker to provide insight into their role and/or learners visiting a facility to observe a personal trainer at work.

The internet is a valuable resource for seeing personal trainers in action, especially those who are linked with elite athletes or celebrities. Several personal trainers also have online forums or online platforms so that individuals can access some of their work. All of the above will provide excellent insight into the vast range of personal training and specialisms in the current health and fitness industry. Most, if not all, will have started their personal training journey studying a qualification such as this, with the content of this unit being their starting point to employment.

An introduction of this nature provides a foundation for the theoretical and practical requirements of a personal trainer.

Learning aim A - Explore anatomy, physiology and biomechanics for personal training

- **Learning aim A** is ensuring learners have the theoretical knowledge of the working body. All body systems are covered in depth so that learners can utilise the correct terminology when instructing. They will also be empowered with the correct information to design an effective training programme. It is advisable that when learning each system, knowledge is applied to practical examples of gym-based exercises.
- For **A1**, the musculoskeletal system can be introduced through visual, diagrammatic activities and/or practical labelling exercises on a life size skeleton, muscle chart or each other. Learners will be able to know the bones within the axial and appendicular skeletons, location and types of synovial joint, and location of the major muscles, as per unit content. They will be able to revisit notes and learning from Unit 8.
- Once learners are clear on the locations in a standing anatomical position and have completed formative assessment, they apply this knowledge. Learners work in pairs to label and analyse a specific gym type exercise, i.e. squat, bicep curl or triceps extension. Each pair is allocated a different exercise and annotate this accurately. The materials are made visual for the cohort.
- Formal delivery on the structure of bones, bone growth and joint stability will further add to this knowledge and where possible it is advised to link this knowledge to exercise-related activities.
- The movements available at joints can be brought alive by 3D images and the recommended websites and apps. Learners can use slow motion video analysis of themselves performing simple body weight exercises, which include the movements listed in the unit content. This will assist in securing the description of each movement and which joint the movement can occur at.



- This information from the practical activity should be recorded in a table and eventually developed further by adding the agonist and antagonist muscles, and, further still, the origin and insertion of the agonist muscle.
- Learners revisit the annotated image of a gym-based exercise and build in more annotations such as movement occurring at the joint, the agonist, antagonist, synergist and fixator muscles.
- Following formal deliveries on the principles of muscle contraction, images can be used to promote whole-group discussion of the effects of exercise on the musculoskeletal system. This is a suitable point for tutor-led delivery on **A4**, the nervous system, as neuromuscular connections need to be appreciated. Learners then produce posters on these effects, being aware that knowledge of these is crucial in the personal trainer role.
- It would be beneficial to invite a physiotherapist in as a guest speaker and brief them to share with learners the effect weight bearing and non-weight bearing exercise has on the musculoskeletal and nervous systems.
- For **A2**, a similar labelling exercise can be completed for the respiratory system and animations will reinforce the structures learnt in Unit 8.
- The tutor can also revisit the characteristics of and differences between the listed blood vessels and cardiac cycle.
- Using a rowing machine or similar piece of cardiovascular equipment, learners can independently set up and run a response to exercise experiment. In small groups, learners adopt the following roles:
 - participant
 - timer
 - recorder
 - leader/screening.Heart rate and RPE are recorded pre- and post-experiment and at every minute of a 12-minute continuous row, at a low to moderate intensity. Flexibility using the sit and reach test and blood pressure is also recorded pre and post the row.
- Learners use the data and create graphs to show how the measurements change throughout the exercise. The tutor supports the analysis of this data in order to deepen an understanding of stroke volume, cardiac output, blood pressure and the short-term effects of aerobic exercise on the cardiorespiratory system. It should be retained in preparation for calculating intensities of training in **C6**.
- For **A3**, learners will be able to revisit learning aim D assessment in Unit 8 on energy systems. Introduce this with a group discussion about energy, ATP and its role in exercise.
- Using bottle tops and straws or cones and relay batons is an active yet effective method to demonstrate the breakdown of ATP to create energy. One large bottle top/cone represents the adenosine molecule, with a further three bottle tops/smaller cones available to represent the role of phosphate molecules. Straws/toothpicks/relay batons represent the energy bonds and learners can move the implements or walk through them to show the breaking of an energy bond to release immediate energy. This can be developed in the phosphocreatine system and demonstrated with additional equipment. Video clips of learners doing this are a useful formative assessment activity.
- For the lactate system and aerobic energy system laminated key word cards can be utilised in a similar way for formal delivery of the sequence of events of each system.



- The kinaesthetic sessions are accompanied by learner notes and their own diagrams.
- Laminated sport/exercise images or a random sport/exercise generator is then used to develop knowledge of the energy systems. Learners need to be able to apply an energy system to a sport or exercise, working mainly on the key terms; intensity and duration. This application will develop an understanding of the energy system continuum.
- You could arrange a laboratory trip to a local university to fully appreciate the aerobic and anaerobic threshold, as learners will be able to observe and maybe participate in a Wingate test and VO₂ max test. This will also help motivate those learners thinking of moving into higher education.
- It is worth noting that when training methods are learnt and practised in learning aim C the tutor needs to revisit the energy systems. This will not only work as effective retrieval it will show the effects of the different training methods on energy systems.
- For **A5**, use formal delivery for the endocrine system, supported by tutor-directed Q&A. You can also use 'marketplace learning': individually or in groups, learners research to become knowledgeable of a hormone or a gland. In the structure of a marketplace, learners then walk among the different 'stalls' to share learning and content on the endocrine system.
- This will conclude with some key research on the signs and symptoms of overtraining.
- For **A6**, biomechanics in personal training can be firstly introduced by the lever systems used in a bicep curl, triceps extension and calf raise. Learners will need to be familiar with the 1,2,3 F,L,E rhyme and then develop an appreciation of how the length of the lever and change in the effort arm affects exercise and strength.
- The complexities of gravity, centre of gravity, momentum, force and kinetic chain can all be tutor led, delivered by slow motion video analysis of exercises such as the deadlift or kettlebell swing.
- Inviting a yoga or Pilates instructor for the group to become participants will support further understanding with these terms and help learners to appreciate the effect of exercise on core stability and posture. Learners can prepare questions and request a debrief with the instructor on how biomechanics influenced their training to become a qualified instructor.

Learning aim B: Explore client health and well-being to plan personal training programmes

- **Learning aim B** is focusing primarily on an understanding of the 'client'; their health and wellbeing, lifestyle, screening and behaviour change to ensure exercise forms part of a long-term positive lifestyle.
- For **B1**, the array of lifestyle factors affecting the health and wellbeing of a client needs to be appreciated. This will show how the circumstances of every client can be so different. Learners are allocated a lifestyle factor as per the unit content. They plan and deliver a presentation on that factor. The choice of presentation format is with the learner and it needs to focus on 1; how that factor can affect health and wellbeing and 2; the benefits regular exercise would have on that lifestyle factor.
- For **B2**, the presentation process is repeated but for common health conditions, also listed in the unit content. The presentations and materials need to be shared.
- For those learners who have completed Unit 6, they need to revisit their observations of a gym induction involving health screening assessments. Learners covering health screening for the first time could visit a local gym facility to gain first-hand experience of the screening



process; the one-to-one nature, paperwork completed, and health assessments utilised to check health and fitness capacity before starting a personal training programme.

- Visual examples of screening and informed consent documentation before a visit should be made accessible to learners. This can be supported by a formal presentation covering ethical, legal and organisational procedures and practices for client confidentiality.
- Learners produce leaflets on fitness assessments, covering the key areas of the methodology. In order to encourage knowledge and understanding fully, learners are required to complete a five-minute demonstration of an allocated fitness assessment. Materials produced should be copied and shared so that all learners have information on all fitness assessments.
- To support this, learners use their leaflets to practise performing the tests as listed in the specification on a partner. They design a format of recording information and retain it if there is any retesting.
- Following this, they will be required to understand the contraindications and limitations of using the assessments, ensuring the terms validity and reliability are applied.
- Case studies involving fitness assessment data, goals and appropriate client information are shared with learners for interpretation. Not only will this allow an appreciation of the contact with clients, it will support tutor-led information and whole-group discussions on the client/trainer relationship, professional expectations and the nature of qualified specialists who may be required for referral.
- Marketplace learning is recommended again, and learners are asked to set up a careers fair and include the specialists listed in the unit content. Learners visit each stall to find out the key role of this specialist if they have had a client referred to them for medical support/lifestyle management.
- For **B3**, learners will be taken through some psychology linked to behaviour change and being able to adhere to exercise. This will lead to a discussion on the interventions that can be used by trainers to support clients to adhere to regular exercise. Learners can be asked to create quizzes on the theories and interventions.

Learning aim C: Explore personal training methods and programming

- **Learning aim C** includes the active experimentation with the exercise environment and 'trying out' the personal training methods for different aspects of fitness.
- Launching the learning aim with **C6** would benefit learners as they will develop an initial understanding of the considerations required when designing personal training programmes.
- The tutor revisits the rowing experiment data from **A2** to present and discuss the use of RPE and the calculation of training zones for establishing intensity of training. Learners will be encouraged to visit/use a gym facility and on their visit, linked to muscular strength/endurance, they complete a 1RM and 10RM assessment.
- The needs of different types of client, principles of training and how to adapt exercises or programmes using FITT will be discussed with tutor using Q&A.
- For **C1 to C5**, it is advised that for **each** fitness component; learners are active participants in a gym facility or suitable location and the tutor leads on the following:
 - type and principles of the exercise
 - identifying intensity



- the types of method
- equipment and locations available.
- As confidence develops, each learner is provided with the opportunity to instruct a peer in the focused method, taking into account the principles for the fitness component and intensity.
- It is recommended that the tutor plans to show how the different training methods are applied to different locations, i.e. strength training in the gym followed by strength training using outdoor park equipment, continuous training on a treadmill followed by the local location for the park run initiative.
- The practical experience of exercises will cover each component:
 - C1** – Cardiovascular endurance
 - C2** – Muscular strength
 - C3** – Muscular endurance
 - C4** – Flexibility
 - C5** – Functional exercise.
- After practical experience of each component, learners return to examine the theory to consolidate what has been learnt in the practical sessions and make the relevant notes using the same subheadings.
- A session plan to be written up for each fitness component using the headings:
 - Participants (e.g. size of group, age, ability/level of performance, individual needs)
 - Location (e.g. community hall/small indoor space, outdoor grass)
 - Equipment (e.g. basic equipment, complex, specialist equipment)
 - Aims and outcomes
 - Activities/exercises
 - Intensity
 - Adaptations.
- Completion of the session plans allows for frequent application of **C6** as the tutor can specify the participants for the session plan and the learner considers the necessary adaptations and application of FITT.
- In conclusion, learners are equipped with a variety of session plans covering numerous personal training methods for a variety of clients with different needs.

Learning aim D: Plan, deliver and review personal training sessions for a client

- Learning **aim D** encompasses all learning and will primarily involve practical delivery, as learners will gain experience of planning, delivering and reviewing personal training sessions for a client.
- For **D1**, learners utilise their session plan booklet from learning aim **C** and plan a safe and effective personal training session for a given client. As well as planning the components and sequences of the session, learners will need to show evidence of a risk assessment, goal setting, applied anatomy and physiology and calculation of intensity.
- For **D2**, learners experience instructing their planned session. They need to become familiar with delivery of an exercise session to ensure it becomes a success. As well as the delivery of the specific training methods, learners also need to demonstrate:



- pre-session organisation and checking of space and equipment
- carrying out a welcome and introductions with the client
- selecting the appropriate communication types when providing teaching points, relevant anatomical terminology
- monitoring the client throughout, checking for signs the session is too hard or easy and adapting accordingly
- selecting appropriate methods for motivation and positive reinforcement
- closing out the session.
- After delivering their exercise sessions, for **D3** learners need to review their own performance in providing personal training. They need to be able to collect and use feedback from the client to carry out a reflection of how well the exercises met their needs, how effective the training was and if the adaptations worked well.
- A class discussion to consider the value of reviewing training sessions is beneficial. This should include improving personal skills, the quality of the training session and the different ways to improve delivery of the training session, if repeated. This will involve the appropriateness of the activities, time allocated to activities, leadership styles and enjoyment. This could develop into how to use the review process well in their career development.
- With feedback collected from their exercise session, for **D4** learners need to identify activities to review their client's performance – monitoring SMART targets and opportunities to modify the session based on client performance.



Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

This unit links to:

- Unit 2: Health, Wellbeing and Sport
- Unit 6: Exercise and Fitness Skills Development
- Unit 8: Anatomy and Physiology for Exercise and Physical Activity
- Unit 9: Nutrition for Physical Activity and Exercise
- Unit 15: Developing Coaching Skills
- Unit 17: Inclusive Coaching
- Unit 18: Sport and Leisure Facilities Management
- Unit 19: Sport and Leisure Facility Operations
- Unit 34: Sports Development.

Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC International L3 Qualifications in Sport. Check the Pearson website at: (<http://qualifications.pearson.com/endorsed-resources>) for more information as titles achieve endorsement.

Textbooks

Adams GM, *Exercise Physiology Laboratory Manual: Health and Human Performance* (Fourth Edition), McGraw Hill Higher Education, 2001 ISBN 9780072489125

Allen MB, *Sports Exercise and Fitness: A Guide to Reference and Information Sources*, Libraries Unlimited Inc, 2005 ISBN 9781563088193

American College of Sports Medicine, *ACSM's Guidelines for Exercise Testing and Prescription* (Seventh Edition), Lippincott Williams and Wilkins, 2005 ISBN 9780781745901

American College of Sports Medicine, *ACSM's Health-Related Physical Fitness Assessment Manual* (Second Edition), Lippincott Williams and Wilkins, 2007 ISBN 9780781775496

Coulson M, *The Fitness Instructor's Handbook: A Complete Guide to Health and Fitness (Fitness Professionals)* (Second Revised Edition), A&C Black, 2007 ISBN 9781408178263

Franks BD and Howley ET, *Fitness Leader's Handbook* (Second Edition), Human Kinetics Europe, 1998 ISBN 9780880116541

Hazeldine R, *Fitness for Sport*, The Crowood Press, 2000 ISBN 9781861263360

Heyward VH, *Advanced Fitness Assessment and Exercise Prescription* (Fifth Edition), Human Kinetics, 2006 ISBN 9780736057325

Howley ET and Franks BD, *Health Fitness Instructor's Handbook* (Fourth Edition), Human Kinetics Europe, 2003 ISBN 9780736042109

Maud PJ and Foster C, *Physiological Assessment of Human Fitness* (Second Edition), Human Kinetics Europe, 2005 ISBN 9780736046336



Powers SK and Howley ET, *Exercise Physiology: Theory and Application to Fitness and Performance* (Sixth Edition), McGraw Hill Higher Education, 2006 ISBN 9780071107266

Sharkey BJ, *Physiology of Fitness* (Third Edition), Human Kinetics, 1990 ISBN 9780873222679

Sharkey BJ and Gaskill SE, *Fitness and Health* (Sixth Edition), Human Kinetics, 2006 ISBN 9780736056144

Skinner J, *Exercise Testing and Exercise Prescription for Special Cases: Theoretical and Clinical Applications* (Third Edition), Lippincott Williams and Wilkins, 2005 ISBN 9780781741132

Watson AWS, *Physical Fitness and Athletic Performance: A Guide for Students, Athletes and Coaches* (Second Edition), Longman, 1996 ISBN 9780582091108

Journal

American College of Sport Medicine's Health and Fitness Journal (Lippincott, Williams and Wilkins)

British Journal of Sports Medicine (BMJ Publishing Group Ltd)

Exercise and Sport Science Reviews (Lippincott, Williams and Wilkins)

International Journal of Sport Science and Coaching (Multi-Science Publishing)

Medicine and Science in Sports and Exercise (American College of Sports Medicine)

Research Quarterly for Exercise and Sport (Routledge)

Apps

SworKit

Home workout

MyFitnessPal

Websites

www.1st4sport.com – Coachwise

www.bases.org.uk – British Association of Sport and Exercise Sciences

www.brianmac.co.uk – BrianMac Sports Coach

www.humankinetics.com – Human Kinetics

www.muscledmotion.com – How the human body moves

www.pponline.co.uk – Peak Performance

www.sportsci.org – Sport Science

www.sportscoachuk.org – Sports Coach UK

www.topendsports.com – Topend Sports – articles and information on instructing exercise classes.

www.teachpe.com

Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling learners to access them through the school/college intranet.