



Pearson BTEC
Level 3 Technical Occupational Entry for

L3

Personal Trainer (Diploma)

Planning and Teaching Guide

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Qualification Number: 610/3932/9

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1. Introduction

This Planning and Teaching Guide complements your Pearson BTEC Level 3 Technical Occupational Entry for Personal Trainer (Diploma) specification and Authorised Assignment Briefs (AABs). This Planning and Teaching Guide provides:

- an overview of dates and deadlines for key events and activities relevant to qualification delivery – from registration to assessment and review of marking – throughout the academic year
- suggestions for planning and delivering your course including induction and unit sequencing
- creative and realistic teaching and learning ideas as well as links to resources for each unit to support and inspire you in creating a dynamic learning environment to keep your learners engaged and motivated to learn.
- wider delivery support such as guidance on study programme planning and descriptions and links to qualification resources and materials.

The guide was designed and written in collaboration with current practitioners to ensure that the planning and delivery suggestions and teaching and learning ideas are feasible, pedagogically sound and appropriate for the vocational area and the purpose of the qualification.

We recognise that delivery contexts will vary from one centre to the next and that practitioners are the best decision-makers for what works best for them and their learners. Therefore, teachers can tailor the suggestions and ideas proposed in this guide to meet the specific needs of their learners and the available resources in their centre. There are, however, requirements that have to be met in relation to assessment plans and to teaching and learning preceding assessment, which will be clarified/covered in this guide.

We hope you will find this guidance relevant and useful, and you enjoy teaching this this qualification!!

What's new

When creating these BTEC Nationals we have ensured the sector technical content is current and up-to date as well as focusing on developing the skills and personal attributes students need to navigate the future. We have worked with many professional bodies, colleges and schools to ensure these qualifications also meet their needs. Employers are looking for future employees with a thorough grounding in the latest industry requirements and work-ready skills such as critical thinking and problem solving.

We have addressed these requirements by:

- Facilitating and guiding the development of transferable skills through the design and delivery of the qualifications, using a holistic and practical framework which is based on recent research into the most critical skills needed to navigate the future. A Transferable Skills framework has been used to embed transferable skills in the qualifications where they naturally occur and to signpost opportunities for delivery and development as a part of the wider BTEC learning experience. Please refer to the BTEC Transferable Skills Guide for Teachers for further information on this framework, its relevance and how it has been implemented in the qualifications.
- Supporting the delivery of Sustainability Education and development of Digital Skills naturally through the content design of the qualifications. Mapping is provided in the specification to identify where these opportunities for teaching and learning exist.
- Updating sector-specific content to ensure it is current, relevant and future-facing.
- Implementing a consistent approach to internal assessment with practical and theoretical assessment to better engage students, make the qualifications more accessible for them and more manageable for centres to deliver.

We are providing a wealth of support, both resources and people, to help ensure that you and your learners have the best possible experience during their course. Please see the section on Pearson Qualification Support and resources on page 210 for details of the available resources and support with links to access these.

Notes:

The qualification specification provides the content that must be taught and what must be assessed. This planning and teaching guide provides suggestions and ideas for how the content could be delivered. The suggestions given in this guide link with the Authorised Assignment Briefs provided by Pearson, which can be amended or contextualised by centres.

2. BTEC Calendar of Key Dates

Each academic year there are some key dates and deadlines in the delivery of BTEC qualifications that teachers need to be aware of, and act on appropriately, to ensure:

- the smooth running of learner registration, assessment and the quality assurance process, and
- effective timetable planning to fully prepare students for assessments and ensuring timely completion of administrative tasks.

Here is an overview of the key dates and deadlines for this qualification.

The specific date for each activity or event will vary each academic year and so only the month is provided. For the specific dates for the current academic year, please go to our webpage: [Key dates & planning exams | Pearson qualifications](#)

Month	General related dates	Internal Assessment related dates
September	Student registration	
October		Lead IV registered and completion of team standardisation
November	Late student registration fee	
December	Late student registration fee Deletion deadline: delete student registrations for any learner withdrawn from the qualification	
January		Standards Verification Window opens
May		Standards Verification for first sample closes
June		Standards Verification for second sample closes
July	Deadline for full qualification claim for summer certification	
August		

3. Planning the Delivery of your Course

Planning your course ensures a coherent and logical approach to teaching that helps learners to connect concepts effectively and build their knowledge progressively.

Effective assessment planning is also essential to allow for timely evaluation of student progress and adjustment of teaching strategies or interventions as needed.

This section offers recommended approaches to support practitioners with planning and implementation of this qualification

Induction

Students

An induction period at the start of the course is recommended to help students understand and prepare for the demands of their chosen course, as well as familiarise them with the BTEC ethos and methodology. This induction aims to not only equip learners with the necessary knowledge and skills but also to create a welcoming environment where they feel safe, supported and gain a sense of belonging as they begin their course in a new setting.

Centres will have their own induction programmes, and to support this, Pearson have provided a range of adaptable resources that can be integrated into this existing programmes. These resources cover areas such as welcome activities and information to include in the induction, with supporting slides. As we believe that every opportunity should be taken to develop transferable skills across the wider BTEC learning experience, we have also provided guidance on which transferable skills could be delivered as a part of the induction process including Managing Own Learning, Continuous Learning, goal setting and personal strength and resilience. The resources are designed to help students develop the relevant transferable skills through learning how to manage their course workload, completing their assessments successfully and meeting deadlines whilst also building their confidence and ability to thrive on their BTEC journey.

Tutors/Teachers

In addition to the annual standardisation training that all BTEC teaching staff are required to complete at the beginning of each academic year using the Pearson provided materials, an induction period for new tutors is also recommended. This will help new tutors familiarise themselves with the specific demands and expectations of the BTEC curriculum, equipping them with the necessary knowledge and skills to effectively plan and support their learners from the outset.

Overview of Assessment Availability

Internal Assessments

Authorised Assignment Briefs (AABs) are provided by Pearson for all internally assessed units and can be used for summative assessment.

These are available for the lifetime of the qualification and are accessible through our website. Teachers with a Pearson online account can log in through the sign-in portal to access them. Any teacher with learners registered for this qualification can create a Pearson online account.

Delivery and Assessment Planning

Clear unit planning and understanding is essential for a successful qualification delivery. This helps students to build on prior learning and reinforce concepts to develop a deeper understanding of the unit content and progressively develop their knowledge, understanding and skills throughout the course delivery.

We have produced a sample delivery plan showing how the Pearson BTEC Level 3 Technical Occupational Entry for Personal Trainer (Diploma) could be delivered over **two** years, highlighting ordering of units and assessment milestones.

This plan is intended to be used as guidance.

Key

Del = Unit content delivery

AAB = Authorised Assessment Brief

Sequence of delivery

Year One

Unit	Unit Title	GLH	Term 1	Term 2	Term 3
2	Health, Wellbeing and Physical Activity	60	Int	Del and AAB 1	Del and AAB 2
3	Professional Personal Trainer Practice	60	Int		Del and AAB 1
4	Client Screening and Health and Fitness Assessment	90	Int		Del and AAB 1
5	Anatomy, Physiology and Kinesiology for Personal Training	90	Int	Del and AAB 1 and 2	Del and AAB 3
7	Circuit Training	90	Int	Del	Del and AAB 1

Unit 2: Health, Wellbeing and Physical Activity

Students explore the importance of physical activity and wellbeing for different types of participants and suggest ways to improve their physical and mental health status. This unit is delivered in Year 1, as it lays the foundation for understanding the broader context of physical activity within public health and individual well-being. Positioned early in the course, it provides essential knowledge about the impact of physical activity on health and the strategies to encourage participation, aligning with industry standards for promoting healthy lifestyles. By exploring physical activity's social and psychological benefits, students develop a client-centred approach, which is crucial for personal trainers. This understanding serves as a backdrop for subsequent units, where practical skills, fitness assessment, and programme design are introduced. Integrating this unit early ensures students have a well-rounded perspective on the role of physical activity in both individual and community health, enabling them to approach their future practice with insight and empathy.

Unit 3: Professional Personal Trainer Practice

Students explore the importance of personal skills, professional behaviours, methods to maximise participants' experience and ways to ensure the safety of participants when taking part in different types of exercise. This unit's sequence is to establish the foundational professional behaviours and skills required for the role of a personal trainer. Positioned early in the course, it equips students with essential competencies such as effective communication, teamwork, and ethical decision-making, which underpin all future learning and practice. By addressing professional standards, safety protocols, and client interaction methods at the outset, students are prepared to engage confidently and competently in practical elements of later units. This approach provides a supported transition into the more technical and specialised aspects of personal training, fostering a client-centred mindset and adherence to professional standards.

Unit 4: Client Screening and Health and Fitness Assessment

Students explore the process carry out client health screening and fitness testing and interpret the results for a specific purpose. This unit is delivered in Year 1, concurrently with Unit 5 (Anatomy, Physiology and Kinesiology for Personal Training), to create a strong synergy between theoretical understanding and practical application. This allows students to deepen their understanding of the human body while simultaneously learning how to assess clients' health and fitness accurately. This integrated approach helps students make connections between anatomical principles and practical fitness assessments, enhancing their ability to design effective, evidence-based training programmes in subsequent units. Additionally, this sequencing reflects the industry's emphasis on safety, professional conduct, and client-centred service.

Unit 5: Anatomy, Physiology and Kinesiology for Personal Training

Students explore the structure and function of the skeletal, muscular, cardiovascular and respiratory systems and develop an understanding of the fundamentals of the energy systems. This unit is delivered in Year 1, to provide students with the essential scientific knowledge required for assessing and training clients effectively. Positioned concurrently with Unit 4 (Client Screening and Health and Fitness Assessment), it builds on the foundational understanding of client needs by delving deeper into the anatomy and physiology underpinning human movement. This sequencing also ensures students are equipped with the theoretical grounding necessary to engage meaningfully with more practical and applied units in Year 2, such as Unit 8 (Personal Training Methods and Programming) and Unit 6 (Exercise Requirements and Contraindications for Specific Populations). By mastering this content early, students will have the confidence to design and implement evidence-based training programmes as they progress through the qualification.

Unit 7: Circuit Training

Students explore group circuit training classes, understanding how to plan and deliver specific sessions to groups of participants. Delivered in Year 1, this provides practical skill development opportunities from the outset. This unit also ensures students meet the industry requirement as it covers the majority of the an industry recognised pre-requisite qualification (Core group exercise instructing) prior to progressing onto personal training specific related content e.g personal training methods in Unit 8 (in Year 2). By introducing group training principles early, students can build confidence and refine their instructing skills, which are crucial for engaging clients effectively. This sequencing allows students to concurrently incorporate their learning from Unit 3 (Professional Personal Trainer Practice), Unit 5 (Anatomy, Physiology and Kinesiology for Personal Training) and Unit 4 (Client Screening and Health and Fitness Assessment), ensuring a well-rounded approach to session planning and delivery.

Year Two

Unit	Unit Title	GLH	Term 1	Term 2	Term 3
1	Careers in the Health and Fitness Industry	60	Del and AAB 1	Del and AAB 2	AAB 3
6	Exercise Requirements and Contraindications for Specific Populations	60		Del and AAB 1	Del and AAB 2
8	Personal Training Methods and Programming	90	Del and AAB 1	Del	Del and AAB 2 and 3
9	Nutrition for Personal Training	60	Del and AAB 1	Del and AAB 2	
10	Business, Marketing and Technology for Personal Training	60	Del and AAB 1	Del and AAB 2	

Unit 1: Careers in the Health and Fitness Industry

Students will be in the second year of their course and looking to explore the range of careers available once they have completed their qualification. This unit provides an overview of the structure of careers within the UK health and fitness industry. This helps students understand the breadth of career opportunities available and the qualifications required to pursue them. By exploring career options, professional expectations, and progression routes students can focus on job roles of interest as they progress through the qualification. Developing a career action helps ensure that students are motivated and aligned with their professional goals.

Unit 6: Exercise Requirements and Contraindications for Specific Populations

Students explore the theoretical requirements of providing safe and effective gym instruction for specific population groups. This specialist unit is positioned in Year 2 of the course to consolidate and broaden prior learning. It requires students to integrate knowledge and skills from all previous units, applying them to diverse population needs, including ante- and post-natal clients, adolescents, older adults, and individuals with disabilities.

Unit 8: Personal Training Methods and Programming

Students will develop the skills to prepare, deliver and review effective personal training programmes for individual clients. Delivered in Year 2, this unit builds on foundational knowledge from earlier units, including Unit 7 (Circuit Training), Unit 4 (Client Screening and Health and Fitness Assessment), and Unit 5 (Anatomy, Physiology and Kinesiology for Personal Training). Positioned strategically after Unit 7, it aligns with industry standards that require an industry recognised pre-requisite qualification prior to progressing onto personal training specific knowledge and skills. This placement allows students to apply their theoretical knowledge and practical skills in a focused and advanced context. By this stage, students are equipped to develop tailored personal training programmes, implement them effectively, and review their impact on client outcomes. The unit provides a meaningful and essential opportunity to refine the interpersonal, programming, and technical skills necessary for success in the personal training profession.

Unit 9: Nutrition for Personal Training

Students explore the importance of nutrition and hydration within a health and fitness context. This unit builds on the scientific principles introduced in Unit 5 (Anatomy, Physiology and Kinesiology for Personal Training) and Unit 4 (Client Screening and Health and Fitness Assessment). Positioned early in Year 2, it equips students with the knowledge to incorporate nutrition and hydration strategies effectively into personal training programmes. Delivering this unit earlier in Year 2 also aligns with the practical application of knowledge in Unit 10 (Business, Marketing and Technology for Personal Training), as students learn to address client needs comprehensively in preparation for real-world scenarios.

Unit 10: Business, Marketing and Technology for Personal Training

Students develop the skills needed to prepare a personal training business plan, using IT and financial and fitness data. Delivered across Year 2, this unit enables students to develop their business and marketing strategies iteratively, enhancing their readiness to succeed as independent professionals. By positioning this unit alongside personal training specific practical units like Unit 8, students can contextualise their learning within real-world applications from engagement across the other units, this staged approach enhances their readiness to thrive as independent professionals in the competitive fitness industry.

Centres may deliver the qualification over a one-year period if required to provide flexibility to meet student or centre qualification planning needs.

4. Qualification Unit Delivery Guides

This section contains support for delivery of all the units in this qualification. The focus of these guides is on structuring and supporting the teaching and learning process. You will find ideas for activities and guidance on how best to use the activities to develop learners understanding of the topics in each unit. This section also includes activities and information on how to deliver transferable skills which are embedded or signposted in the qualification.

Unit 1: Careers in the Health and Fitness Industry

Unit overview

Unit 1: Careers in the Health and Fitness Industry	
Assessment type: Internal	
Learning Aim	Topics
A Examine the organisation of the health and fitness industry and its provision in the UK	A1 Sectors and organisations in the health and fitness industry in the UK A2 Scope and provision of the health and fitness industry A3 Participation in health and fitness in the UK A4 Barriers to participation and methods to address barriers to increase participation in health and fitness activities
B Investigate job roles in the health and fitness industry	B1 Job roles in the health and fitness industry B2 Health and safety at work and employment law B3 Safeguarding and protection of children, young people and vulnerable adults in health and fitness
C Explore recruitment processes for a job role in the health and fitness industry	C1 Personal skills audit for a job role in the health and fitness industry C2 Job application processes in the health and fitness industry C3 Interview skills required to obtain a job role in the health and fitness industry C4 Personal development planning for working in the health and fitness industry
Assessment overview This unit is Internal assessed through an Authorised Assessment Brief (AAB). The AABs are there to provide an example of what the assessment could look like in terms of the feel, level of demand and integration of mandated evidence required of the assessment. Centres can use the AAB as provided by Pearson. Alternatively, centres may amend the AAB or create their own	

assignment if they are confident it enables learners to provide suitable and sufficient evidence to meet the stated standard of the assessment criteria and achieve the learning outcomes.

A copy of each of these assessments can be downloaded from the qualification page on our website.

Common misconceptions

Below are some common misconceptions related to the content of this unit by students and ideas for how you can help your learners to avoid and overcome these.

What is the misconception?	How to help learners overcome it
Assuming all careers in fitness follow a linear pathway. Learners may think career progression in the fitness industry is a straightforward ladder (e.g., starting as a gym instructor and advancing to a fitness manager).	Explain the variety of pathways, including lateral moves, specialisms, and roles in different sectors (e.g., public vs. private). Encourage learners to set flexible career goals and consider diverse experiences as valuable.
Believing experience alone equates to qualification. Learners might assume that being experienced in fitness automatically qualifies them for professional roles, underestimating the need for formal qualifications and certifications.	Clarify the requirements for various roles, including certification and accreditation standards. Provide resources on qualification pathways and explain how these credentials validate professional expertise.

Learning Activities and Resources

This section offers a starting point for delivering the unit by outlining a logical sequence through the unit topics and suggesting practical activities and teacher guidance for covering the main areas of content during guided learning time. Transferable skills are integrated into various activities, with those embedded in a unit indicated by an acronym in square brackets. The acronym combines the letters from the broad skill area and the specific transferable skill, e.g., [IS-WC].

Please note that the activities provided below are suggestions and not mandatory.

Learning Topic	Activities and guidance for unit content delivery	Resources
<p>A1 Sectors and organisations in the health and fitness industry in the UK</p>	<p>Whole class teaching and learning - Introduction to sectors and organisations</p> <ul style="list-style-type: none"> • Introduce the three main sectors (public, private, voluntary) and their significance within the health and fitness industry. • Start with a discussion on high-profile organisations outside of health and fitness to help learners contextualise and characterise the differences between sectors. • Use visual aids to present key health and fitness organisations, such as Sport Wales and CIMSPA, and discuss their roles. <p>Small group activity - Research on public, private, or voluntary health and fitness provision</p> <ul style="list-style-type: none"> • Divide the class into groups, each focusing on one sector. Task them with researching key organisations within their assigned 	<p>CIMSPA - Information on professional standards and job roles within the health and fitness sector. CIMSPA</p> <p>Sport England - Research and articles to promote sport and physical activity across England. About us Sport England</p> <p>Sport Wales - Information on initiatives and partnerships to promote health and fitness in Wales. Sport Wales</p>

	<p>sector, the services provided, and the impact these organisations have on the industry.</p> <ul style="list-style-type: none"> ● Provide structure for the activity by specifying the number and type of organisations to research. ● Groups present their findings to the class. Capture this work in a virtual learning environment (e.g., Padlet), allowing learners to review, iterate, and benefit from each other’s research. <p>Guest speaker - Representative from public, private, or voluntary health and fitness sector</p> <ul style="list-style-type: none"> ● Invite a guest speaker from a local organisation in one of the sectors to discuss career pathways, job roles, and organisational culture. ● Support learners to prepare questions and themes in line with unit content, creating essential questions and exploratory questions/themes for opportunities to broaden and deepen understanding. ● Follow up with a Q&A session to deepen understanding and relate speaker insights to theoretical learning. ● Conduct a learning check through a short quiz (e.g. Kahoot) and direct learners to further research opportunities (e.g. journals, websites, Instagram handles and or YouTube channels). 	
<p>A2 Scope and provision of the health and fitness industry</p>	<p>Whole class teaching and learning - Introduction to industry scope</p> <ul style="list-style-type: none"> ● Introduce learners to the breadth and scope of the health and fitness industry in the UK. ● Use visual aids or a short video to illustrate key factors, such as geographical spread, economic significance, and employment opportunities. 	<p>UK Active - Insights into the health and fitness sector, including industry data and reports on service provision. UK Active</p>

	<ul style="list-style-type: none"> • Start with a discussion on how location and infrastructure affect health and fitness services in different regions. • Learners to plot local facilities by type on a map creating a key to signify service type and share with peers. <p>Small group activity - Socio-economic impact research</p> <ul style="list-style-type: none"> • Assign groups to research how socio-economic factors affect access to fitness services in broadly different UK regions. • Groups present findings, focusing on how these factors influence health outcomes and participation rates. • Document details to share with peers on flip chart paper and place on the table, groups then carousel around tables noting key headlines. • Learners to identify seasonal working opportunities for themselves and peers within the health and fitness industry (e.g., summer camps). <p>Visit - Industry representative on market scope</p> <ul style="list-style-type: none"> • Visit a national fitness provider and discuss how regional demographics, economic and seasonal factors impact business models and employment in the provider. • Support learners to prepare questions that explore local and national industry challenges. 	<p>Office of National Statistics - Interactive analysis of amenity access at the Local Authority Level. ONS</p> <p>Pure Gym – British chain of ‘no-frills’ health clubs. Pure Gym</p>
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<p>A3 Participation in health and fitness in the UK</p>	<p>Whole class teaching and learning - Exploring participation trends</p> <ul style="list-style-type: none"> • Introduce different demographics and target populations who participate in health and fitness activities. • Discuss the various motivations for participation, such as physical health, mental health, social inclusion, and leisure. • Identify and share a range of real-world case studies using individual learners who would recognise and engage with their stories. • Share the webpage of local parkrun(s) and discuss good news stories, participation numbers and how well different types of participant are accommodated. <p>Small group activity - Designing a participation survey</p> <ul style="list-style-type: none"> • Provide an example of a survey and discuss the strengths and weakness of the survey and how this would inform a survey they devise. • Divide the class into small groups and ask them to design and then conduct a survey on participation in fitness activities within the local community or college/school. • Each group can analyse results to identify trends, motivations, and barriers to participation. • Present findings to the class to encourage discussion on the diversity of types of activities and use by different types of participants. 	<p>NHS - Physical activity guidelines and information on motivations for fitness participation. NHS Physical Activity</p> <p>Sport England Active Lives Survey - Data on participation trends and insights into different demographics involved in health and fitness activities. Active Lives Survey</p> <p>Activity Alliance - Resources on inclusive fitness and strategies for overcoming participation barriers. Activity Alliance</p>
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	<ul style="list-style-type: none"> • Encourage exploration into understanding each type of reason for participation. <p>Individual activity - Government and or non-profit representative on participation initiatives</p> <ul style="list-style-type: none"> • Learners research government and or non-profit organisations to discuss national initiatives aimed at increasing participation in physical activity, particularly among underrepresented groups. • Learners place findings in a shared area where they can raise questions of peers and or undertake their further research focusing on participation barriers and solutions considering types of participants and target population. 	
<p>A4 Barriers to participation and methods to address barriers</p>	<p>Whole class activity - Identifying barriers to participation</p> <ul style="list-style-type: none"> • Discuss the common barriers to participation in health and fitness. • Learners discuss any barriers to participation they may be experiencing with a partner. • Learners explore case studies as provided and or real-world examples to illustrate these barriers and invite learners to share their observations or lived experiences. <p>Small group activity - Solutions for overcoming barriers</p> <ul style="list-style-type: none"> • In groups, learners consider strategies to overcome specific barriers (e.g., cost, cultural differences, accessibility issues). 	<p>Activity Alliance - Focuses on inclusivity in sports, with resources and case studies on overcoming barriers for individuals with disabilities. Activity Alliance</p> <p>NHS - Information on accessible and affordable physical activity options for diverse demographics. NHS Physical Activity</p>

	<ul style="list-style-type: none"> ● Each group presents their strategies, highlighting how their solutions can encourage wider participation across diverse communities. <p>Project-based learning - Creating an inclusive fitness programme</p> <ul style="list-style-type: none"> ● Assign learners a project to create an inclusive fitness programme that addresses multiple barriers to participation. ● Encourage them to consider factors such as cost, accessibility, and cultural inclusivity. ● Learners present their plans, explaining how each aspect of their programme promotes inclusivity and participation. 	<p>Show Racism the Red Card – Anti-racism Education Charity. Show Racism the Red Card</p> <p>Stonewall – The largest LGBTQ+ rights charity in Europe. Stonewall</p> <p>The Well HQ – Cutting edge science, expertise and experience for women and girls in sport. The Well HQ</p> <p>Women in Sport - Research and initiatives aimed at increasing female participation in sports and overcoming cultural barriers. Women in Sport</p>
B1 Job roles in the health and fitness industry	<p>Whole class teaching and learning - Introduction to job roles</p> <ul style="list-style-type: none"> ● Introduce a variety of career paths within the health and fitness industry, such as gym instructor, personal trainer, and fitness manager. ● Discuss the qualifications, skills, and experience required for each role, and provide career progression examples to help learners understand potential pathways. 	<p>CIMSPA - Information on professional standards and job roles within the health and fitness sector. CIMSPA</p> <p>National Careers Service - Skills assessment tool and career matching resources. National Careers Service</p>

	<ul style="list-style-type: none"> • Use CIMSPA standards and job descriptions of role postings or visual aids to support understanding of responsibilities, typical work environments and skills expected for the respective positions. <p>Small group activity - Career path research and presentation</p> <ul style="list-style-type: none"> • Divide learners into groups, assigning each group a specific job role to research. • Each group investigates the role's required skills, qualifications, and typical responsibilities, as well as employment opportunities within that role. • Groups present their findings to the class. Capture presentations on a shared platform (e.g., Padlet) for future reference and revision. <p>Individual activity – Mapping employment types</p> <ul style="list-style-type: none"> • Self-paced exploration of employment types and trading practices documenting resources, definitions and examples of each • Complete a learning check through a short quiz (e.g., Microsoft Form) and direct learners to further research opportunities (e.g., websites, Instagram handles and or YouTube channels) 	<p>Prospects - Profiles of sports and fitness careers, with insights on qualifications and responsibilities. Prospects</p> <p>Gov. UK – Information on employment laws, including contracts, hours, and wages. Gov. UK</p>
B2 Health and safety at work and employment law	<p>Whole class teaching and learning - Introduction to health and safety regulations</p> <ul style="list-style-type: none"> • Present an overview of key health and safety regulations relevant to the fitness industry (e.g., manual handling, risk assessment, first aid). 	<p>Health and Safety Executive (HSE) - Regulatory information and workplace safety guidance. HSE</p>

	<ul style="list-style-type: none"> ● Discuss the implications of these regulations for fitness professionals and review examples of incidents to highlight the importance of compliance. ● Complete a learning check through a short quiz (e.g., Microsoft Form) and direct learners to further research opportunities (e.g., websites, Instagram handles and or YouTube channels) <p>Paired activity - Case study activity workplace incidents and regulatory compliance</p> <ul style="list-style-type: none"> ● Provide case studies of workplace incidents related to health and safety (e.g., equipment misuse, inadequate supervision) for engagement contextualise to the sector and learners' interests. ● Learners work in pairs to analyse each case, identifying what went wrong, how the incident could have been prevented, and which regulations are relevant. ● Groups share insights with the class, reinforcing the application of health and safety laws in real-life contexts. <p>Individual activity - Employment law</p> <ul style="list-style-type: none"> ● Assign each learner a specific aspect of employment law (e.g., minimum wage, working hours, equality) to research. ● Learners write a summary explaining the law and its relevance to health and fitness roles, then share it in a class discussion. Provide a resource with links to all relevant laws so that learners can explore further. 	<p>Gov. UK – Information on employment laws, including contracts, hours, and wages. Gov. UK</p> <p>UK Coaching – A guide to safe practice and duty of care. UK Coaching</p>
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<p>B3 Safeguarding and protection of vulnerable individuals</p>	<p>Whole class teaching and learning - Safeguarding principles</p> <ul style="list-style-type: none"> ● Introduce safeguarding basics, focusing on protecting vulnerable individuals (e.g., children, elderly) within fitness environments. ● Take learners to a practical area and walkthrough to identify potential risks, best practices and discuss examples of inappropriate practice. ● Use examples to explain safeguarding protocols and the responsibilities of fitness professionals to recognise and address potential risks. ● Provide contextualised examples through written articles for learners to be able to engage with the content. ● Ensure learners are familiar with the support for safeguarding and keeping children safe and industry standards (refer to CIMSPA website). <p>Whole class activity – Simulation responding to safeguarding scenarios</p> <ul style="list-style-type: none"> ● Organise a roleplay session where learners act out different scenarios involving safeguarding issues, such as suspected abuse or unsafe practices; depending on the group it may be more appropriate for small group work to discuss NSPCC clips and scenarios to develop understanding and check learning. ● After each roleplay or clip (whether as small or whole groups), discuss as a class how to respond appropriately and report concerns in line with safeguarding policies. ● Share school or college safeguarding policy, walkthrough where to find on the website and navigate as a class. 	<p>CIMSPA - Information on professional standards and job roles within the health and fitness sector. CIMSPA</p> <p>NSPCC Child Protection in Sport Unit - Resources on safeguarding in sports. NSPCC</p> <p>UK Coaching - Guidance on safeguarding and protecting children in sports and fitness. UK Coaching</p>
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	<p>Guest speaker - Safeguarding officer</p> <ul style="list-style-type: none"> • Invite a safeguarding officer to discuss real-world practices in safeguarding, specifically within the fitness context. Capture ‘appropriate behaviours around children’, loco parentis, types of DBS, each of the groups that safeguarding applies to and aligned legislation. • Support learners in preparing questions related to safeguarding best practices, mandatory reporting, and risk management. Critically set up a culture and guide rails that are appropriate for a discussion that may contain emotional triggers. • Provide a summary to review and consolidate key points from the lesson, ensuring all required content areas are covered appropriately. 	
<p>C1 Personal skills audit for a job role in health and fitness</p>	<p>Whole class teaching and learning - Skills and competencies for fitness roles</p> <ul style="list-style-type: none"> • Introduce learners to the essential skills and attributes required for roles in the health and fitness industry, and discuss examples of real-world applications. • Discuss competencies, qualities, experiences, and skills such as communication, client relationship management, and technical knowledge. • Complete a learning check through a short quiz (e.g., Microsoft Form) 	<p>BTEC Works – Quiz to uncover skills, knowledge and behaviours for real-world application. BTEC Works</p> <p>Careers in Sport – Sports industry news and careers advice and profiles. Careers in Sport</p> <p>National Careers Service - Skills assessment tool and career matching resources. National Careers Service</p>

	<p>Individual activity - Personal skills audit</p> <ul style="list-style-type: none"> ● Guide learners through a personal skills audit, using templates to evaluate their strengths and areas for development. ● Explore transferable skills and human skills that are essential and desirable in the industry. ● Learners match their skills to potential roles in health and fitness and set career goals based on the assessment results, identifying the next steps for skill development. ● Learners use the audit results to set specific, measurable, achievable, relevant, and time-bound (SMART) goals related to their desired roles. ● Learners to create an audio reflection of the thought process and insights gained through their skills audit and potential career journey <p>Paired activity - Peer review session skills audit feedback</p> <ul style="list-style-type: none"> ● Pair learners to review each other’s skills audits, offering constructive feedback on strengths and suggested areas for development. Promote a developmental culture to provide greater clarity of SMART goals. ● Encourage learners to refine their SMART goals based on peer feedback. 	<p>Pearson – The future of skills. Pearson</p> <p>Pearson – Transferable skills a guide. Pearson</p>
C2 Job application processes in the health and fitness industry	<p>Whole class activity - Effective job applications</p> <ul style="list-style-type: none"> ● Provide a range of example CVs, and encourage learners to highlight good and poor practice. 	<p>Careers in Sport – Sports industry news and careers advice and profiles. Careers in Sport</p>

	<ul style="list-style-type: none"> • Learner feedback, provide guidance on writing CVs and cover letters tailored to health and fitness roles and utilise audio-visual resources. • Share model examples and tips on emphasising relevant skills, experience, and personal qualities in application documents. • Share links to appropriate job boards, with learners exploring utilising filters and discussing findings. <p>Individual activity - CV and cover letter writing</p> <ul style="list-style-type: none"> • Provide learners with a range of examples of entry job adverts with job descriptions. • Learners to analyse and then draft a CV and cover letter for a specific fitness job role, incorporating industry-specific language and terminology. • Collectively review best practices and offer optional peer feedback sessions for learners to refine their applications. <p>Guest speaker – Local industry employer representative</p> <ul style="list-style-type: none"> • Invite a guest speaker from the local industry to discuss effective job applications and hiring expectations. If not available a school or college career coach would be appropriate. • Facilitate a Q&A session where learners can ask questions about the application process and gain insights into successful applications. 	<p>Indeed Career Guide - Tips on CV and cover letter writing tailored to various industries. Indeed Career Guide</p> <p>LinkedIn - Job postings, networking opportunities, and professional branding guidance. LinkedIn</p> <p>National Careers Service - CV and application guidance. National Careers Service</p> <p>UK Coaching – Industry job opportunity postings. UK Coaching</p>
C3 Interview skills required to obtain a job role in health and fitness	<p>Whole class teaching and learning - Interview preparation</p> <ul style="list-style-type: none"> • Introduce common interview questions and discuss body language, tone, and effective communication in a fitness role context. 	<p>Barclays Life Skills – Interview tips, advice and resources. Barclays Life Skills</p>

	<ul style="list-style-type: none"> ● Explore differences between face to face and virtual interview processes. ● Share strategies for answering behavioural questions and demonstrate effective responses. <p>Paired activity – Mock interview</p> <ul style="list-style-type: none"> ● Organise mock interviews in pairs, allowing learners to take turns as interviewers and interviewees. ● Encourage feedback sessions where learners offer constructive advice on verbal responses, body language, and clarity. ● Where possible create an opportunity for learners to engage in a mock interview day whether with employers and or school/college staff, ideally individuals they are not familiar with to further apply and develop skills. Simulating a formal interview process, followed by an informal two-way developmental discussion. <p>Individual activity - Interview performance assessment</p> <ul style="list-style-type: none"> ● Following the mock interviews, learners complete a reflection exercise, identifying strengths and areas for improvement in their interview skills. ● Learners create a prompt sheet capturing key points, examples and learnings to support future interviews. 	<p>Careers Wales – Interview techniques and advice. Careers Wales</p>
<p>C4 Personal development planning</p>	<p>Whole class teaching and learning - Career goal setting</p>	<p>CareerOneStop - Tools and resources for career planning and professional growth. CareerOneStop</p>

<p>for working in the health and fitness industry</p>	<ul style="list-style-type: none"> ● Introduce learners to the concept of career development planning within the fitness industry, emphasising the importance of setting both short- and long-term goals. ● Share examples of best practices, with the potential of encouraging them to explore creating a LinkedIn account and following industry leaders who have career journey that resonates with their current plans. ● Discuss career pathways and progression options in health and fitness, and outline strategies for achieving career goals. <p>Individual activity - Creating a personal development plan</p> <ul style="list-style-type: none"> ● Guide learners to create a personal development plan (PDP) using templates to set specific, measurable, achievable, relevant, and time-bound (SMART) goals. ● Share a mock example of relevant development activities and utilise the resources they have discovered during the unit document a minimum of three for themselves across a short, medium and long timescale. ● Learners identify steps for developing relevant skills, gaining experience, and achieving milestones in their career pathway referring to exploration and learning during the unit. <p>Individual activity - Progress review and improvement</p> <ul style="list-style-type: none"> ● Encourage learners to review their personal development plan periodically, reflecting on progress towards goals and identifying areas for further improvement. 	<p>LinkedIn – The world's largest business and employment-focused social media platform. LinkedIn</p>
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	<ul style="list-style-type: none">• Facilitate a virtual group forum where learners share insights and experiences related to their personal development journeys throughout the course.• Undertake a check on learning and unit review across Learning Outcomes A, B and C (e.g., Microsoft Forms)	
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Delivering signposted transferable skills

Signposted transferable skills are not mandatory for the delivery of the unit, and it is therefore your decision to deliver these skills as a part of the qualification. Below we have provided some ideas of teaching and learning activities that you could use to deliver these skills if you chose to.

Transferable skills	Ideas for delivery
MY – PS&R	<p>Identifying personal strengths and attributes in the personal skills audit process.</p> <p>Consider own personal strengths and how they could impact potential job roles.</p> <p>Learners should be encouraged to be aware of the meaning of adaptability and how they could adapt their behaviours when working in the health and fitness industry.</p>
MY – COP	<p>Accessing a range of secondary sources of information on different job roles in relevant sector, (including job activities, progression opportunities, skills needed and pay expectations).</p> <p>Knowing where to access primary sources of information to support own career progression e.g., career advisor, employer visits, etc.</p> <p>Understanding career interests and intrinsic and extrinsic motivations for work roles.</p> <p>Being able to identify areas for development from their personal skills audit</p> <p>Being able to create and maintain a professional profile including creating an online professional profile such as LinkedIn.</p> <p>Being able to write a CV.</p> <p>Awareness of risks involved with posts on social media and potential risks to future employment</p>

Resources

This section has been created to provide a range of links and resources that are publicly available that you might find helpful in supporting your teaching and delivery of this unit in the qualification. We leave it to you, as a professional educator, to decide if any of these resources are right for you and your students, and how best to use them.

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

Websites

Activity Alliance – Resources on inclusive fitness and strategies for overcoming participation barriers. www.activityalliance.org.uk

Barclays Life Skills – Interview tips, advice, and resources. www.barclayslifeskills.com

CareerOneStop – Tools and resources for career planning and professional growth. www.careeronestop.org

Careers in Sport – Sports industry news, career advice, and profiles. www.careersinsport.co.uk

Careers Wales – Interview techniques and advice. www.careerswales.gov.wales

CIMSPA The Chartered Institute for the Management of Sport and Physical Activity – Professional body for sport and physical activity workers. www.cimspa.co.uk

Gov. UK – Information on employment laws, including contracts, hours, and wages. www.gov.uk/browse/employing-people

Health and Safety Executive (HSE) – Regulatory information and workplace safety guidance. www.hse.gov.uk

Indeed Career Guide – Tips on CV and cover letter writing tailored to various industries. www.indeed.com/career-advice

LinkedIn – The world's largest business and employment-focused social media platform. www.linkedin.com

NHS – Physical activity guidelines and information on motivations for fitness participation.
www.nhs.uk/live-well/exercise

National Careers Service – Skills assessment tool and career matching resources.
nationalcareers.service.gov.uk

Office for National Statistics – Interactive analysis of amenity access at the Local Authority level. www.ons.gov.uk

Pearson Career Success – Career planning and skills development resources.
www.pearson.com/uk/learners/higher-education-qualifications/pearson-careersuccess.html

Prospects – Profiles of sports and fitness careers, with insights on qualifications and responsibilities. www.prospects.ac.uk/job-profiles/browse-sector/sports-and-fitness

Pure Gym – British chain of ‘no-frills’ health clubs. www.puregym.com

Show Racism the Red Card – Anti-racism education charity.
www.showracismtheredcard.org

Skills You Need – Resources on conducting personal skills audits and setting career goals.
www.skillsyouneed.com

Sport England – Research and articles to promote sport and physical activity across England. www.sportengland.org

Sport England Active Lives Survey – Data on participation trends and insights into different demographics involved in health and fitness activities.
www.sportengland.org/research-and-data/data/active-lives

Sport Wales – Information on initiatives and partnerships to promote health and fitness in Wales. www.sport.wales

Stonewall – The largest LGBTQ+ rights charity in Europe. www.stonewall.org.uk

NSPCC – Child Protection in Sport Unit Resources on safeguarding in sports.
the cpsu.org.uk

The Well HQ – Cutting-edge science, expertise, and experience for women and girls in sport. www.thewell-hq.com

UKactive – Insights into the health and fitness sector, including industry data and reports on service provision. www.ukactive.com

UK Coaching – Guidance on safeguarding, duty of care, and job opportunities. www.ukcoaching.org

Women in Sport – Research and initiatives aimed at increasing female participation in sports and overcoming cultural barriers. www.womeninsport.org

Unit 2: Health, Wellbeing and Physical Activity

Unit overview

Unit 2 : Health, Wellbeing and Physical Activity	
Assessment type: Internal	
Learning Aim	Topics
A Examine different types of exercise and physical activities and different categories of participants	<p>A1 Different types of exercise and physical activity</p> <p>A2 Categories of participants and exercise and physical activity requirements</p> <p>A3 Exercise and physical activity guidelines for participants of different ages</p>
B Investigate the importance of physical health, mental health and social wellbeing	<p>B1 Factors affecting health and wellbeing</p> <p>B2 Physical health and the benefits of participating in exercise and physical activity</p> <p>B3 Mental health and the benefits of participating in exercise and physical activity</p> <p>B4 Social wellbeing and the benefits of participating in exercise and physical activity</p>
C Investigate methods of behaviour change to improve participant adherence to regular participation in exercise and physical activity	<p>C1 Behaviour change</p> <p>C2 Interventions and methods to improve participation in regular exercise</p>
<p>Assessment overview</p> <p>This unit is Internal assessed through an Authorised Assessment Brief (AAB).The AABs are there to provide an example of what the assessment could look like in terms of the feel, level of demand and integration of mandated evidence required of the assessment. Centres can use the AAB as provided by Pearson. Alternatively, centres may amend the AAB or create their own assignment if they are confident it enables learners to provide suitable and sufficient evidence to meet the stated standard of the assessment criteria and achieve the learning outcomes.</p> <p>A copy of each of these assessments can be downloaded from the qualification page on our website.</p>	

Common misconceptions

Below are some common misconceptions related to the content of this unit by students and ideas for how you can help your learners to avoid and overcome these.

What is the misconception?	How to help learners overcome it
<p>Exercise alone is sufficient for health.</p> <p>Some learners may think that regular exercise alone is enough to achieve good health, without considering lifestyle factors like sleep, hydration, and stress management.</p>	<p>Incorporate discussions on holistic health and lifestyle management. Encourage learners to complete a lifestyle audit to see how multiple factors, beyond exercise, contribute to their well-being.</p>
<p>Goals should be focused solely on physical changes.</p> <p>Learners might focus on appearance-based goals, such as muscle gain or excess body fat loss, without considering the benefits of mental health or event based fitness goals.</p>	<p>Introduce the SMART goals framework and include examples of non-appearance-based goals, such as reducing stress, increasing energy, or improving flexibility.</p> <p>Engage learners in goal-setting activities that consider personal motivations beyond physical appearance. Consider groups of different demographics will also highlight how these goals can support their everyday functioning and quality of life.</p>

Learning Activities and Resources

This section offers a starting point for delivering the unit by outlining a logical sequence through the unit topics and suggesting practical activities and teacher guidance for covering the main areas of content during guided learning time. Transferable skills are integrated into various activities, with those embedded in a unit indicated by an acronym in square brackets. The acronym combines the letters from the broad skill area and the specific transferable skill, e.g., [IS-WC].

Please note that the activities provided below are suggestions and not mandatory.

Learning Topic	Activities and guidance for unit content delivery	Resources
<p>A1 Different types of exercise and physical activity</p>	<p>Whole Class Activity - Introduction to exercise types</p> <ul style="list-style-type: none"> • Undertake and discuss the types of exercise and physical activities, covering categories such as group exercise, resistance training, cardiovascular training, and flexibility exercises. • Lead whole group bitesize practical activities with a range of exercise types. • Consolidate with the use of visual aids or short video clips to demonstrate different activities, helping learners visualise each type. <p>Small Group Activity - Exercise exploration</p> <ul style="list-style-type: none"> • Divide learners into groups, assigning each group a specific type of exercise (e.g., cardiovascular, resistance) to research. • Each group explores the benefits, challenges, and popular examples of their assigned exercise type. • Groups present findings to the class, facilitating peer learning through shared insights, and capture presentations on a shared platform (e.g., Padlet) for future reference and revision. 	<p>CIMSPA - Information on professional standards and job roles within the health and fitness sector. CIMSPA</p> <p>NHS - Overview of physical activities suitable for different fitness levels. NHS Physical Activity</p> <p>UK Active - Reports on popular fitness activities in the UK. UK Active</p> <p>Institute of Outdoor Learning – Professional body for organisations or individuals that use the outdoors. IOL</p>

	<p>Visit –Different types of exercise and physical activity</p> <ul style="list-style-type: none"> ● Arrange a visit to a venue the learners are not usually exposed to, and undertake a tour gaining insight; e.g., outdoor activity centre, ● Learners actively engage in a practical activity; e.g., high ropes course, rock climbing, kayaking, orienteering ● Learners discuss their experience of taking part in the physical activity exploring both the positive aspects that they enjoyed and any aspects that they were not so happy with. 	
<p>A2 Categories of participants and their physical activity requirements</p>	<p>Whole Class Teaching and Learning - Identifying participant categories</p> <ul style="list-style-type: none"> ● Introduce various participant categories, including adolescents, older adults, and adults with disabilities, and discuss their specific physical activity requirements. ● Use examples to highlight how requirements may vary by age, health status, and physical ability. ● Share data of activity levels, with learners discussing and feeding back reflections. <p>Individual Activity - Case study analysis</p> <ul style="list-style-type: none"> ● Provide learners with case studies representing individuals from different categories. ● Learners evaluate each case and recommend suitable types of exercise and physical activities based on the individual’s profile. ● Discuss the findings as a group to confirm understanding of appropriate exercises and physical activities for each case study. 	<p>Gov.UK - Physical activity guidelines by age group. Gov.UK</p> <p>Sport England - Resources for promoting inclusivity in physical activity. Sport England</p>

<p>A3 Exercise and physical activity guidelines for participants of different ages</p>	<p>Paired Activity - Benefits of physical activity</p> <ul style="list-style-type: none"> ● Assign pairs in the group covering the range of participation age groups. ● Pairs discuss and research the current recommendations for physical activity, and consider the impact covering benefits such as improved cardiovascular health, mental well-being, and reduced risk of chronic illnesses. ● Use evidence-based research or articles to support key points on health improvements from regular physical activity. ● Learners then produce a poster presentation to be displayed in the teaching and learning area, pairs carousel around poster presentations noting key points. <p>Individual Activity – Reflection on own physical activity related to guidelines</p> <ul style="list-style-type: none"> ● Ask learners to reflect on the physical activity guidelines that are most relevant. ● Learners write a summary of how well they are meeting these guidelines and areas they could develop to improve or maintain their health and fitness. <p>Guest Speaker - Health and fitness professional</p> <ul style="list-style-type: none"> ● Invite a health and fitness professional to discuss real-life examples of how regular physical activity can benefit overall health and well-being. 	<p>NHS - Research on the health benefits of regular physical activity. NHS Health Benefits</p> <p>Mind UK - Information on the mental health benefits of physical activity. Mind UK</p>
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	<ul style="list-style-type: none"> • Prepare questions with learners beforehand to guide the Q&A session toward practical applications and personal experiences. 	
<p>B1 Factors affecting health and wellbeing</p>	<p>Whole Class Teaching and Learning - Introduction to health and wellbeing factors</p> <ul style="list-style-type: none"> • Present an overview of factors that influence health and wellbeing, including physical activity levels, medical conditions, diet, stress, lifestyle choices, substance use (alcohol, illegal drugs, smoking), work activity level (sedentary or active), education levels, and relationships. • Use a mind map or visual organiser (e.g., Canva or PowerPoint) to illustrate the various factors, prompting discussion on how each element might positively or negatively impact health. <p>Small Group Activity - Impact analysis of health factors</p> <ul style="list-style-type: none"> • Divide learners into small groups, assigning each group one of the listed factors (e.g., diet, stress, lifestyle, etc.). • Each group researches how their factor affects health and wellbeing, providing examples and evidence to support their findings. • Groups then present their analyses to the class, providing a comprehensive understanding of the numerous and complex factors influencing health and wellbeing <p>Individual Activity - Personal Health Assessment</p> <ul style="list-style-type: none"> • Learners complete a self-assessment (e.g., Microsoft Form), identifying which of these factors currently impact their own health and wellbeing. 	<p>NHS Live Well - Offers guidance on lifestyle factors and their influence on health. NHS Live Well</p> <p>Public Health England - Resources on public health factors like alcohol, smoking, and stress management. Public Health England</p>

	<ul style="list-style-type: none"> • They then write a reflection on areas they feel are positive as well as areas they would benefit from improving or maintaining which helps to promote self-awareness and personal goal setting. 	
<p>B2 Physical health and the benefits of participating in exercise and physical activity</p>	<p>Whole Class Teaching and Learning - Physical Health Benefits from participation in exercise and physical activity</p> <ul style="list-style-type: none"> • Introduce the concept of physical health, emphasizing the ability to maintain a healthy quality of life and perform daily activities without fatigue or physical stress. • Discuss indicators of good physical health, such as the ability to move freely, perform daily tasks (e.g., climbing stairs, cleaning), and maintain good balance. • Outline the benefits of regular exercise on physical health, such as improved fitness, body composition, sleep, and immunity, using real-life examples to illustrate each benefit. <p>Small Group Activity and Peer Learning - Health condition research and prevention strategies</p> <ul style="list-style-type: none"> • Divide learners into groups, assigning each group a common health condition (e.g., coronary heart disease, type 2 diabetes, obesity). • Each group researches the condition's risk factors and how physical activity can help in its prevention or management. • Groups present their findings, highlighting the role of exercise in managing or preventing specific health conditions. • Allocate time for Q&A to support and check the understanding of peers. • Learners then consolidate their notes from what they have been taught or would like to explore further from other groups. 	<p>NHS Live Well - Information on maintaining physical health through lifestyle choices. NHS Live Well</p> <p>British Heart Foundation - Resources on the benefits of physical activity in preventing heart disease and other conditions. British Heart Foundation</p>

	<p>Individual Activity - Self-assessment of physical health indicators</p> <ul style="list-style-type: none"> • Learners individually assess their physical health indicators. • They then set personal goals to improve or maintain their physical health based on these indicators. 	
<p>B3 Mental health and the benefits of participating in exercise and physical activity</p>	<p>Whole Class Teaching and Learning - Introduction to mental health and exercise benefits</p> <ul style="list-style-type: none"> • Define mental health, focusing on emotional well-being and resilience to adversity. • Discuss indicators of good mental health, such as the ability to get out of bed, cope with change, maintain regular sleep patterns, and awareness of mood. • Present the mental health benefits of exercise, including reduced stress, improved mood, and increased self-confidence and self-esteem, using case studies or real-life contextualised scenarios to illustrate each benefit. • Ensure discussions are approached with sensitivity and learners are mindful of being respectful of others. <p>Small Group Activity - Exploring the impact of exercise on mental health</p> <ul style="list-style-type: none"> • In small groups, assign each group a specific mental health benefit of exercise (e.g., reduced anxiety, improved mood, increased self-confidence). • Groups research how exercise contributes to this benefit and provide examples from studies or public health resources. 	<p>Mind UK - Resources on mental health and the impact of exercise. Mind UK</p> <p>NHS Mental Health Benefits of Exercise - Information on how physical activity supports mental well-being. NHS Mental Health Benefits</p>

	<ul style="list-style-type: none"> • Each group presents its findings in a virtual learning environment (e.g. Padlet, Moodle, TEAMS), helping to deepen understanding of the connection between exercise and mental health improvements. • Provide time for learners to pose questions of other groups in virtual environment to aid in developing this as a resource. <p>Individual Activity - Personal reflection on exercise and mental wellbeing</p> <ul style="list-style-type: none"> • Ask learners to reflect on their own mental health and how physical activity could positively influence their well-being. • Learners write a brief summary of any mental health benefits they've experienced from physical activity, or set goals to incorporate exercise into their routine for mental health improvements. • Signpost mental health support available to learners both internally and beyond the school/college. 	
<p>B4 Social wellbeing and the benefits of participating in exercise and physical activity</p>	<p>Whole Class Teaching and Learning - Social wellbeing benefits from participation in exercise and physical activity</p> <ul style="list-style-type: none"> • Define social wellbeing as the ability to function within society and form meaningful relationships. • Discuss indicators of good social wellbeing, such as the ability to engage in conversation and maintain positive personal relationships. • Explore how participation in exercise and physical activities can enhance social wellbeing, covering benefits like meeting new people, making friends, developing leadership and teamwork skills, and decreasing loneliness. • Use real-life contextualised examples to illustrate each benefit. 	<p>NHS - Information on lifestyle factors and their impact on health. NHS Lifestyle Advice</p> <p>Public Health England - Resources on healthy lifestyle promotion. PHE</p> <p>Office for National Statistics – UK data for well-being. ONS</p> <p>Sport England - Information on social benefits of physical activity and community engagement. Sport England</p>

	<ul style="list-style-type: none"> ● Provide resources for learners to support statements with data and evidence, whilst developing their ability and appreciation to cite and reference. <p>Small Group Activity - Exploring the social benefits of physical activity</p> <ul style="list-style-type: none"> ● Organise learners into small groups, assigning each group a social benefit of physical activity (e.g., developing teamwork skills, decreasing loneliness). ● Groups research how physical activity contributes to their assigned benefit and provide examples from community sports, clubs, or team activities. ● Learners also discuss and document their own lived experiences and consider where this sits with the broader findings. ● Groups record a social media-ready clip to present their findings for the class to access, allowing peers to engage and learn about the diverse social benefits of engaging in physical activity. ● Build in time for learners to watch and provide constructive comments or exploratory questions about each group's clips. <p>Paired Activity - Personal reflection on social wellbeing</p> <ul style="list-style-type: none"> ● Pair learners to reflect on their own experiences with physical activities and how these may have impacted their social wellbeing. ● Each learner discusses with their partner how participating in exercise has helped them meet people, build friendships, or improve their social skills. 	<p>UK Coaching - Resources on developing teamwork and leadership skills through physical activity. UK Coaching</p>
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C1 Behaviour change

Whole Class Teaching and Learning - Introduction to factors and theories on behaviour change

- Discuss the psychological factors influencing behaviour change, specifically intrinsic and extrinsic motivation.
- Introduce psychological theories of behaviour change, focusing on the transtheoretical model (stages of change) and motivational interviewing.
- Use examples to illustrate each stage of the transtheoretical model and how motivational interviewing can support behaviour change, providing context to help learners understand these theories in practice.
- Provide a check on learning (e.g., Kahoot) to ensure understanding, and undertake in real-time to maximise the opportunity to clarify theories.

Individual Activity and Peer Teaching - Exploring Behaviour Change Factors

- Learners create a resource that can be used by an individual to help them to understand behaviour change.
- They should list the factors that affect behaviour change (e.g., social support, peer pressure, motives to change, barriers to change, self-efficacy).
- Learners then walk a peer through the resource, to clarify understanding.
- Peers ask questions to aid in deepening understanding and or further research.

Change4Life - Government health campaign resources. [Change4Life](#)

Mind UK - Resources for promoting mental well-being. [Mind UK](#)

	<p>Individual Activity - Personal reflection on motivation and behaviour change</p> <ul style="list-style-type: none"> • Learners individually reflect on their own motivations (intrinsic or extrinsic) and identify any barriers to change they've encountered in their personal health and fitness journeys. • They then write a brief summary of how they might use self-recognition and self-efficacy to overcome these barriers. 	
<p>C2 Interventions and methods to improve participation in regular exercise</p>	<p>Small Group Activity - Exploring intervention techniques</p> <ul style="list-style-type: none"> • Organise learners into groups, assigning each group an intervention to support clients at different stages of change (e.g., decisional balance sheet, goal setting, contingency planning). • Each group researches how their assigned intervention can encourage adherence to regular exercise and provides examples. • Groups present their findings, illustrating how each technique can be applied in real-life scenarios to improve participation in regular exercise. <p>Individual Activity - Developing a personal participation plan</p> <ul style="list-style-type: none"> • Learners create a participation plan for a hypothetical client, using goal-setting (SMART targets), technology (e.g., apps, wearable devices), and digital media (e.g., social media). • They set and review goals, incorporating reinforcement strategies and behavioural modification techniques to encourage consistent participation. 	<p>British Heart Foundation – Biggest funder of heart and circulatory disease in Europe; set goals that work. British Heart Foundation</p> <p>NHS Choices - Information on the benefits of regular exercise and goal-setting techniques. NHS Choices</p> <p>Public Health England - Resources on health interventions and behaviour change strategies. Public Health England</p> <p>UK Coaching – Goal-setting process. UK Coaching</p>

Delivering signposted transferable skills

Signposted transferable skills are not mandatory for the delivery of the unit, and it is therefore your decision to deliver these skills as a part of the qualification. Below we have provided some ideas of teaching and learning activities that you could use to deliver these skills if you chose to.

Transferable skills	Ideas for delivery
<p>Cultural and Social Intelligence [IS - C&SI]</p>	<p>Introduce and explore various participant categories, including adolescents, older adults, and adults with disabilities, and discuss their specific physical activity requirements. Opportunities to gain understanding beyond own lived experience gaining insights and negotiating potential social bias and lack of awareness.</p> <p>Introduce and explore various participant categories, including adolescents, older adults, and adults with disabilities, and discuss their specific physical activity requirements which helps learners to understand different types of diversity such as ethnicity, gender, gender identity, sexual orientation, neurodiversity, social class.</p> <p>Introduce the concept of cultural and social biases e.g., socioeconomical status, language, race, ethnicity, religion, sexuality, gender, ageism, generalised beauty standards; stereotypes and assumed behaviours.</p> <p>Discuss the meaning of unconscious bias and how this can produce both positive and negative biases.</p> <p>Introduce a discussion on inclusive and respectful behaviours when working with other people both when working in the role of a personal trainer and also interacting with peers including supporting views and beliefs that may differ from their own; negotiating and balancing different views.</p>

Resources

This section has been created to provide a range of links and resources that are publicly available that you might find helpful in supporting your teaching and delivery of this unit in the qualification. We leave it to you, as a professional educator, to decide if any of these resources are right for you and your students, and how best to use them.

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

Websites

British Heart Foundation Largest funder of heart and circulatory disease research in Europe; resources on goal setting and health improvement. www.bhf.org.uk

Change4Life Government health campaign providing resources on behaviour change and promoting healthy lifestyle choices. www.change4life.co.uk

CIMSPA The Chartered Institute for the Management of Sport and Physical Activity – Professional body for sport and physical activity workers, offering standards and information on job roles in the sector. www.cimspa.co.uk

Gov.UK Official UK government website providing physical activity guidelines by age group and public health resources. www.gov.uk

Institute of Outdoor Learning Professional body supporting organisations and individuals who use the outdoors as a learning environment. www.institute-for-outdoor-learning.org

Mind UK Charity offering resources on mental health benefits of physical activity, well-being, and behaviour change support. www.mind.org.uk

NHS Comprehensive resources on health, including benefits of physical activity, mental health support, and lifestyle advice. www.nhs.uk

Office for National Statistics UK government agency providing data on health, well-being, and lifestyle statistics. www.ons.gov.uk

Public Health England Government organisation focused on public health, offering information on health interventions, lifestyle factors, and behaviour change strategies. www.publichealthengland.org.uk

Sport England Organisation supporting community and grassroots sport, promoting inclusivity, and providing data on physical activity participation in the UK. www.sportengland.org

UK Active Organisation promoting active lifestyles, offering reports on fitness trends, activity levels, and popular fitness activities in the UK. www.ukactive.com

UK Coaching Provides resources on coaching techniques, goal setting, and developing teamwork and leadership skills in physical activity. www.ukcoaching.org

Unit 3: Professional Personal Trainer Practice

Unit overview

Unit 3: Professional Personal Trainer Practice	
Assessment type: Internal	
Learning Aim	Topics
A Explore personal skills and professional behaviours for working in the health and fitness industry	A1 Portraying a professional image A2 Teamwork in health and fitness A3 Mentoring in health and fitness A4 Sustainable practices in the health and fitness industry
B Explore ways to maximise participants' health and fitness experience	B1 Health and fitness provision and the needs of participants in the local area B2 Communicating with customers B3 Customer service skills B4 Managing conflict with customers
C Examine legislation and health and safety in health and fitness	C1 Legal and regulatory requirements in health and fitness C2 Health and safety in a health and fitness environment
D Explore the types of exercise equipment and how to exercise safely in health and fitness	D1 Cardiovascular equipment D2 Fixed resistance equipment D3 Body weight exercises D4 Free weights D5 Mat-based exercises
<p>Assessment overview</p> <p>This unit is Internal assessed through an Authorised Assessment Brief (AAB). The AABs are there to provide an example of what the assessment could look like in terms of the feel, level of demand and integration of mandated evidence required of the assessment. Centres can use the AAB as provided by Pearson. Alternatively, centres may amend the AAB or create their own assignment if they are confident it enables learners to provide suitable and sufficient evidence to meet the stated standard of the assessment criteria and achieve the learning outcomes.</p> <p>A copy of each of these assessments can be downloaded from the qualification page on our website.</p>	

Common misconceptions

Below are some common misconceptions related to the content of this unit by students and ideas for how you can help your learners to avoid and overcome these.

What is the misconception?	How to help learners overcome it
<p>Perceiving Health and Safety as a "One-and-Done" Task.</p> <p>Learners may think that once they perform initial health and safety checks, they are fully compliant without needing ongoing vigilance.</p>	<p>Teach the concept of dynamic risk assessment, emphasising that health and safety is an ongoing responsibility.</p> <p>Use daily or weekly checklists as a tool to reinforce continuous health and safety checks and awareness. Incorporate real-life examples of situations where ongoing risk assessment prevented accidents.</p>
<p>Misunderstanding Professional Boundaries.</p> <p>Learners may assume that in the role of a personal trainer they should be able to answer all of their clients questions even if these questions are beyond their scope of practice.</p>	<p>Learners need to know they should never offer advice beyond their scope of practice as this can be harmful to their clients.</p> <p>Reinforce the concept of professional boundaries through role-play scenarios where learners practice referring questions to qualified professionals, emphasising the importance of staying within their expertise.</p> <p>Highlight the role of signposting as part of ethical and professional behaviour.</p>

Learning Activities and Resources

This section offers a starting point for delivering the unit by outlining a logical sequence through the unit topics and suggesting practical activities and teacher guidance for covering the main areas of content during guided learning time. Transferable skills are integrated into various activities, with those embedded in a unit indicated by an acronym in square brackets. The acronym combines the letters from the broad skill area and the specific transferable skill, e.g., [IS-WC].

Please note that the activities provided below are suggestions and not mandatory.

Learning Topic	Activities and guidance for unit content delivery	Resources
<p>A1 Portraying a professional image</p>	<p>Whole Class Teaching and Learning – Understanding professionalism in fitness</p> <ul style="list-style-type: none"> • Discuss the importance of maintaining a professional image in the health and fitness industry, including its impact on reputation, customer satisfaction, client trust, and personal integrity. • Ask learners to list what they think are key professional behaviours and check or add the ones included in the specification are included.. • Discuss the importance of personal presentation, respecting equality and diversity, and possessing basic skills like literacy, numeracy, and IT. • Explain the concept of professional boundaries and how to operate within one's scope of practice based on qualifications and experience. Provide examples, such as giving advice only within one's competence and referring clients to other professionals when necessary. • Introduce learners to relevant codes of conduct, including those from the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) and national governing bodies, highlighting 	<p>Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) – Provides guidelines on professional standards and conduct for fitness professionals. CIMSPA</p> <p>National Careers Service – Fitness instructor job profile – Offers insights into the skills and behaviours expected of fitness professionals. National Careers Service</p> <p>UK Coaching – Code of practice for sports coaches – Outlines ethical coaching practices and professional conduct standards. UK Coaching</p> <p>Health and Safety Executive (HSE) – Working in the fitness industry – Provides information on maintaining professionalism while ensuring health and safety in fitness environments. HSE</p>

the importance of ethical guidelines and professional standards in personal training. Provide versions for learners to annotate.

Small Group Activity – Role-playing professional scenarios

- Divide learners into small groups and assign each group a scenario that involves a challenge to professional boundaries or a demonstration of professional behaviour. Examples could include how to respond to a client who asks for medical advice, how to deal with client that is indicating they are interested in a romantic relationship with you or navigating a situation that requires referral to another professional.
- Each group role-plays and records their scenario, focusing on professional responses and boundary management.
- Afterwards, groups discuss their strategies and challenges faced during the activity.
- Facilitate a class discussion where groups share insights from their role-plays, reinforcing the importance of professionalism, boundary management, and adherence to codes of conduct, depending on the group watch back the recordings for additional insights.

Individual Activity – Reflective journal on professionalism

- Ask learners to write a reflective journal entry on the importance of portraying a professional image in the fitness industry, considering areas such as personal strengths and areas for improvement.
- Consider the elements of industry role models and influences that they would like to capture for themselves.

	<ul style="list-style-type: none"> Encourage learners to develop an action plan that includes specific steps they can take to enhance their professional image, such as pursuing additional qualifications, improving communication skills, or joining professional organisations. 	
<p>A2 Teamwork in health and fitness</p>	<p>Whole Class Teaching and Learning – Introduction to teamwork skills</p> <ul style="list-style-type: none"> Introduce learners to key teamwork skills essential in the health and fitness industry, including setting clear goals, defining roles, fostering openness and trust, and demonstrating leadership skills. Discuss the importance of each team member proactively understanding their role, carrying out responsibilities promptly, and contributing to a positive team culture. Exploring inclusive behaviours and conflict resolution highlighting the importance of inclusive and respectful behaviours in a team setting, actively listening to others, and addressing or avoiding conflict constructively. Share real-life examples from the fitness industry to contextualise the impact of a positive team culture on service delivery and client satisfaction. <p>Guest Speaker– Teamwork</p> <ul style="list-style-type: none"> An industry operational leader discusses their role and how it requires teamwork, such as preparing for a fitness event or managing a busy gym shift. After the speaker has finished the whole class considers and documents their lived experiences, noting effective teamwork strategies, challenges faced, and methods for maintaining a positive team culture. 	<p>CIMSPA – Professional standards for team roles – Offers guidelines on professional roles and teamwork expectations in the fitness industry. CIMSPA</p> <p>UK Coaching – Teamwork in sports coaching – Explores teamwork principles and practices that apply to team-based roles in health and fitness. UK Coaching</p>

	<ul style="list-style-type: none"> Facilitate a class discussion to reinforce the benefits of strong teamwork skills in health and fitness environments. 	
A3 Mentoring in health and fitness	<p>Project-based learning – Developing a mentoring programme</p> <ul style="list-style-type: none"> Guide learners through the key aspects of the mentoring process in health and fitness, covering mentor roles, types of mentor support, and how mentorship addresses various needs such as short-term (e.g., managing difficult situations), medium-term (e.g., skill development), and long-term (e.g., career progression). Discuss who might serve as a mentor in the fitness industry, such as experienced trainers or health professionals. Task learners with designing a hypothetical mentoring programme tailored to support different types of mentoring needs. Learners create a structured plan that includes the mentor’s role, methods of support, and resources available for each mentoring phase. They should outline specific scenarios where a mentor would provide guidance, from immediate support in a challenging situation to long-term career advice. Peer review, learners walk a peer through the plan to gain feedback to aid its development. 	<p>Mentor Foundation UK – Mentoring Resources – Provides insights into effective mentoring practices and strategies. Mentor Foundation UK</p> <p>Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) – Offers resources on mentoring within the fitness industry, including professional development guidance. CIMSPA</p>
A4 Sustainable practices in the health and fitness industry	<p>Small Group Activity – Sustainability audit</p> <ul style="list-style-type: none"> Organise learners into small groups to perform a sustainability audit of a hypothetical or local gym. Assign each group a specific focus area; energy use, waste reduction, or pollution control and ask them to assess current practices and identify areas for improvement. Groups explore methods such as turning off equipment when not in use, using renewable energy sources, reducing single-use plastics, and promoting sustainable travel options for clients. 	<p>Energy Saving Trust – Guidance on energy efficiency in businesses. Energy Saving Trust</p> <p>WRAP – Resources on waste reduction and recycling initiatives. WRAP</p> <p>Green Gym – Environmental fitness initiative – Information on sustainable</p>

	<ul style="list-style-type: none"> • Each group presents their findings to the class, offering practical suggestions for implementing more sustainable practices in health and fitness facilities. Encourage groups to reflect on the potential benefits of these changes for both the environment and business reputation. Capture presentation on a shared virtual platform for future engagement (e.g. Microsoft TEAMS, Padlet). <p>Project-based Learning – Developing a sustainable practice plan</p> <ul style="list-style-type: none"> • Assign learners a project to develop a sustainable practice plan for a fitness facility, incorporating strategies to reduce energy consumption, waste, and pollution. • The plan should include specific actions such as transitioning to digital signage, implementing recycling systems, choosing eco-friendly cleaning products, and promoting environment-conscious products and food options. • Share examples from Planet Earth Games, which are contextualised in an educational environment for contextualization. • Have learners exchange their proposals with peers for feedback, focusing on feasibility, impact, and creativity. • After peer review, learners refine their proposals and submit a final version, enhancing their understanding of sustainable practices and their application in the fitness industry. 	<p>practices and eco-friendly fitness initiatives. Green Gym</p> <p>Planet Earth Games - UK's biggest sustainability competition in education. Planet Earth Games</p>
<p>B1 Health and fitness provision and the needs of participants in the local area</p>	<p>Paired Activity – Community needs assessment</p> <ul style="list-style-type: none"> • Divide learners into pairs and assign each a specific demographic factor to investigate, such as age, income, or cultural background. • Each group researches the local area to assess how these factors impact health and fitness needs and preferences, such as preferred activities, facilities, and membership cost expectations. • Groups present their findings to the class, including recommendations for meeting diverse participant needs. 	<p>Office for National Statistics (ONS) – Provides demographic data relevant for understanding community needs. ONS</p> <p>Sport England – Active Lives Survey – Information on physical activity levels and demographic insights in the UK. Sport England</p>

	<ul style="list-style-type: none"> • This encourages discussion on how understanding local demographics can inform tailored health and fitness offerings. <p>Project-based Learning – Designing an Inclusive health and fitness plan</p> <ul style="list-style-type: none"> • Assign learners the task of developing a broad plan for a hypothetical local fitness centre. • They should consider a variety of factors, such as inclusive activities (e.g., group fitness challenges), facilities, pricing options, and services that cater to different needs like mental health and social support. • Learners share their plans with peers and receive feedback on how well they address local needs and promote a safe, inclusive environment. • This feedback helps them refine their plans and enhances their ability to design accessible fitness services. <p>Individual Activity – Survey development and analysis</p> <ul style="list-style-type: none"> • Learners create a feedback survey to gauge participant satisfaction and expectations in areas like cost, facility quality, service variety, and activity options. • Learners conduct a mock survey within the class or community and then analyse the data to identify trends, expectations, and areas for improvement. • They summarise their findings and suggest actionable steps for enhancing participant retention through targeted feedback. 	<p>Mind UK – Resources on mental health benefits of fitness. Mind UK</p> <p>UK Coaching – Strategies for creating inclusive fitness environments. UK Coaching</p>
<p>B2 Communicating with customers</p>	<p>Small Group Activity – Exploring communication methods</p> <ul style="list-style-type: none"> • Divide learners into small groups, assigning each group a different method of communication (e.g., face-to-face, telephone, social media, apps). • Groups prepare short role-play scenarios to demonstrate how they would communicate with customers using their assigned method. • Scenarios should also include how the learners could adapt their communication styles to suit different customer needs. 	<p>Institute of Customer Service – Resources on customer communication skills and effective engagement strategies. Institute of Customer Service</p> <p>GOV.UK – Digital Communication Skills – Guidelines on using digital platforms</p>

	<ul style="list-style-type: none"> • After each presentation, the class discusses the benefits and challenges of their assigned method, considering how the communication method can impact on effective customer engagement. <p>Project-based Learning – Customer communication plan</p> <ul style="list-style-type: none"> • Learners create a comprehensive plan for engaging customers across multiple channels, considering methods such as face-to-face, email, social media, and IT applications. • They outline best practices for verbal and non-verbal communication and strategies for active listening and appropriate responses. • Learners share their plans with peers and receive feedback on the clarity, appropriateness, and adaptability of their communication strategies. • Reflecting on feedback, learners revise their plans to enhance their ability to connect with diverse clients effectively. 	<p>for effective communication in a professional setting. GOV.UK</p> <p>CIMSPA – Professional standards and guidance for fitness professionals. CIMSPA</p>
B3 Customer service skills	<p>Paired Activity – Practicing customer service scenarios</p> <ul style="list-style-type: none"> • Pair learners to discuss and practice greeting customers on arrival, using both formal and informal address methods (e.g., using titles vs. first names). • Each pair takes turns acting as either the personal trainer or the customer, focusing on key customer service skills such as making eye contact, maintaining a positive attitude, and using open body language. • In pairs, learners practice short conversations to build rapport with customers, ensuring they use appropriate topics of conversation and a friendly, customer-oriented approach. • After each role-play, partners provide feedback to each other on what felt welcoming and genuine, discussing ways to further develop positive relationships. 	<p>Institute of Customer Service – Guidance on building rapport and maintaining positive customer interactions. Institute of Customer Service</p> <p>CIMSPA – Standards for Customer Care – Best practices for delivering exceptional customer service in health and fitness settings. CIMSPA</p>

	<ul style="list-style-type: none"> • Provide the whole class with audio-visual clips of good and poor practice to reinforce learning. <p>Small Group Activity – Observing and providing feedback on customer interactions</p> <ul style="list-style-type: none"> • In small groups, learners take turns observing and role-playing gym floor check-ins, where personal trainers actively engage with customers, ask about their experience, and address any concerns. • Each group discusses ways to ensure a customer-oriented approach, identifying techniques for problem-solving and maintaining a positive interaction. • Groups share observations on effective customer service behaviours and areas for improvement, emphasizing the importance of maintaining rapport and acknowledging customers as they leave the facility. 	
B4 Managing conflict with customers	<p>Whole Class Teaching and Learning – Conflict resolution techniques</p> <ul style="list-style-type: none"> • Show learners video clips demonstrating both effective and ineffective conflict resolution in customer service settings. • Clips should highlight key strategies such as remaining calm, offering empathy, listening actively, and finding solutions without placing blame. • Facilitate a group discussion to analyse the strategies used in each clip, encouraging learners to identify effective and ineffective approaches. • Focus on techniques such as summarising, seeking clarification, and maintaining confidentiality, as well as when it's appropriate to seek support from a colleague or manager. • Summarise the discussion by collaboratively creating a best-practice guide on managing conflict with customers, which learners can reference in future scenarios. The guide should include steps for conflict resolution, such as staying calm, following organisational 	<p>Youtube – conflict resolution for customer service https://www.youtube.com/watch?v=fW8ATFtcm0</p> <p>Athlete assessments – The coaches guide to managing conflict in sport The Coach's Guide to Managing Conflict in Sport Athlete Assessments</p> <p>CIMSPA – Professional Standards – Guidance on handling customer interactions professionally in the health and fitness industry. CIMSPA</p>

	procedures, and using empathy to understand the customer's perspective	
C1 Legal and regulatory requirements in health and fitness	<p>Individual Activity – Research and create a personal resource</p> <ul style="list-style-type: none"> • Learners individually research the main legal and regulatory requirements in the health and fitness industry, including the Health and Safety at Work Act, RIDDOR, COSHH Regulations, Equality Act, contracts of employment, and safeguarding requirements. • Using their research, learners design a visual presentation (e.g., infographic or slide deck) that: <ul style="list-style-type: none"> ◦ defines each regulation ◦ explains its purpose, and ◦ provides a practical example relevant to health and fitness. • This resource will serve as a personal reference tool and ensure learners are well-prepared to meet legal responsibilities in a fitness environment. 	<p>Health and Safety Executive (HSE) – Comprehensive guidance on workplace health and safety regulations, including RIDDOR and COSHH. HSE</p> <p>GOV.UK – Equality Act – Overview of the Equality Act and how it applies to various sectors, including health and fitness. GOV.UK Equality Act</p> <p>NSPCC Learning – Safeguarding – Information on safeguarding regulations and best practices for working with children and vulnerable adults. NSPCC Learning</p> <p>ACAS – Contracts of Employment – Advice on employment contracts and workplace rights. ACAS</p>
C2 Health and safety in a health and fitness environment	<p>Whole Class Teaching and Learning – Introduction to health and safety practices</p> <ul style="list-style-type: none"> • Introduce learners to the process of conducting a risk assessment, including: <ul style="list-style-type: none"> ◦ identifying hazards ◦ assessing risks ◦ implementing control measures. • Discuss completing risk assessment forms and the importance of regularly reviewing control measures. 	<p>Health and Safety Executive (HSE) – Provides comprehensive guidance on risk assessment and control of hazardous substances in the workplace. HSE</p> <p>British Standards Institution (BSI) – Manual Handling – Offers guidelines for</p>

	<ul style="list-style-type: none"> • Demonstrate how to carry out a dynamic risk assessment during exercise sessions to maintain safety. • Cover the essentials of maintaining a clean and safe exercise environment, including cleaning routines, personal protective equipment (PPE) usage, and COSHH regulations. • Discuss safe storage of equipment and adhering to manufacturer guidelines for use and maintenance. <p>Small Group Activity – Practical application of health and safety protocols</p> <ul style="list-style-type: none"> • Divide learners into small groups and assign each group a specific area within a fitness environment (e.g., weight area, cardio machines, or studio). • Each group conducts a risk assessment, identifying potential hazards and determining appropriate control measures. • Groups then complete a risk assessment form and share their findings with the class, reinforcing the practical application of risk assessment skills. • Each group is assigned an emergency scenario (e.g., equipment malfunction, medical emergency, fire). • Groups discuss the actions they would take in line with the Emergency Action Plan (EAP), including communicating with other team members and reporting procedures. This simulation helps learners practice quick thinking and adherence to organisational procedures in emergency situations. <p>Individual Activity – Developing a health and safety checklist</p> <ul style="list-style-type: none"> • Learners individually develop a checklist covering key health and safety responsibilities they would need to perform regularly as personal trainers. 	<p>safe manual handling practices to reduce workplace injuries. BSI</p> <p>NSPCC Learning – Health and Safety for Young People – Includes advice on safety in environments involving young people. NSPCC Learning</p>
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	<ul style="list-style-type: none"> ● The checklist should include elements like <ul style="list-style-type: none"> ○ daily equipment checks ○ maintaining cleanliness standards ○ adhering to manual handling guidelines ○ following electrical safety protocols. ● Learners can use this checklist to self-assess their adherence to health and safety standards in a future role. 	
<p>D1 Cardiovascular equipment</p>	<p>Whole Class Activity – Introduction to cardiovascular exercise equipment</p> <ul style="list-style-type: none"> ● Begin with an introduction to the various types of cardiovascular equipment. ● Demonstrate each piece of equipment, discussing safe use of equipment, teaching points and how to regress and progress the exercise to meet individuals needs.. ● Learners all take part in exercising on each type of cardiovascular equipment available in the gym. ● Engage learners in a class discussion about the benefits and limitations of each equipment type. ● Discuss which exercises target specific muscle groups and how different types of equipment can be used to support a comprehensive fitness routine. 	<p>British Heart Foundation – Gym and Fitness Advice – Guidance on safe usage of gym equipment for cardiovascular health. BHF</p> <p>You tube – safe use of cardio equipment Gym Cardio Equipment Explained How to Safely Workout With Cardio Machines</p>

<p>D2 Fixed resistance equipment</p>	<p>Whole Class Activity – Introduction to fixed resistance equipment</p> <ul style="list-style-type: none"> • Begin with an introduction to the various types of fixed resistance machines available in the gym. • Demonstrate each piece of equipment, discussing safe use of equipment and how to regress and progress the exercise to meet individuals needs and teaching points. • Learners all take part in exercising on each type of fixed resistance machine available in the gym. • Engage learners in a class discussion about the benefits and limitations of fixed resistance equipment type. • Discuss which exercises target specific muscle groups and how different types of equipment can be used to support a comprehensive fitness routine. 	<p>You tube – upper body resistance machines https://www.youtube.com/watch?v=adV2t4QrHWg</p>
<p>D3 Body weight exercises D5 Mat-based exercises</p>	<p>Whole Class Activity – Body weight exercises</p> <ul style="list-style-type: none"> • Learners work in small groups and are given a muscle group to focus on. • Learners devise 5 body weight exercises that target their given muscle group – some of these exercises will use a mat. • Learners demonstrate their body weight exercises to the rest of the group and all complete each exercise giving teaching points for each exercise. • Learners discuss about the benefits and limitations each type of exercise and how to progress and regress each exercise. 	<p>You tube – body weight exercises https://www.youtube.com/watch?v=30PqX2zvK88</p> <p>NHS Strength and resistance exercise videos Strength and resistance exercise videos - NHS</p>

<p>D4 Free weights</p>	<p>Whole Class Activity – Introduction to cardiovascular exercise equipment</p> <ul style="list-style-type: none"> ● Begin with an introduction to free weights and the different types available. ● Demonstrate different types of free weight exercises discussing safe use of equipment including safe lifting, safe passing, and spotting techniques and teaching points. ● Emphasise the importance of proper techniques to prevent injury. ● Learners take part in different types of free weight exercise and work in pairs to check each others technique. ● Engage learners in a class discussion about the benefits and limitations of using free weights and how to regress and progress exercises. 	
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Delivering signposted transferable skills

Signposted transferable skills are not mandatory for the delivery of the unit, and it is therefore your decision to deliver these skills as a part of the qualification. Below we have provided some ideas of teaching and learning activities that you could use to deliver these skills if you chose to.

Transferable skills	Ideas for delivery
<p>IS – T Teamwork</p>	<p>Engages positively with team members to understand shared goals and own roles and responsibilities.</p> <ul style="list-style-type: none"> • Learning topic A3 <p>Respectfully consider the views of team members and shows courtesy and fairness.</p> <ul style="list-style-type: none"> • Learning topic A2 <p>Completes activities in line with agreed role and responsibilities.</p> <ul style="list-style-type: none"> • Learning topic A3 <p>Provide support to team members to achieve shared goals.</p> <p>Whilst exploring personal skills and professional behaviours for working in the health and fitness industry teaching and learning experiences and applications draws on practising and the improvement of this transferable skill.</p>
<p>MY – TPR Taking Personal Responsibility</p>	<ul style="list-style-type: none"> • Learning topic A2, B3, B4, C1, C2 <p>Demonstrates understanding of their role and responsibilities and the expected standards of behaviour.</p> <ul style="list-style-type: none"> • Learning topic A2, B4, C1, C2 <p>Demonstrates compliance with codes of conduct and ways of working.</p> <p>Makes use of available resources to complete tasks.</p> <ul style="list-style-type: none"> • Learning topic A2, B2, B3 <p>Manages their time to meet deadlines and the required standards.</p> <ul style="list-style-type: none"> • Learning topic A4, B4, C2 <p>Demonstrates accountability for their decisions or actions.</p>

	<p>This unit presents multiple opportunities for this transferable skill as learners explore the importance of personal skills, professional behaviours, methods to maximise participants' experience and ways to ensure the safety of participants when taking part in different types of exercise.</p>
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Resources

This section has been created to provide a range of links and resources that are publicly available that you might find helpful in supporting your teaching and delivery of this unit in the qualification. We leave it to you, as a professional educator, to decide if any of these resources are right for you and your students, and how best to use them.

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

Websites

Acas Advisory, Conciliation and Arbitration Service (Acas) – Information on managing workplace conflict, contracts of employment, and employee rights. [acas.org.uk](https://www.acas.org.uk)

British Heart Foundation (BHF) – Offers guidance on safe use of gym equipment for cardiovascular health and fitness tips. www.bhf.org.uk

Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) – Professional standards, conduct guidelines, and best practices for fitness professionals. www.cimspa.co.uk

Energy Saving Trust – Resources and advice on energy efficiency and sustainable practices for businesses. www.energy-saving-trust.org.uk

Green Gym – Environmental fitness initiatives promoting sustainable and eco-friendly fitness practices. www.green-gym.org.uk

Gov.UK – UK Government website – Comprehensive information on digital communication skills, equality legislation, and regulatory requirements for businesses. www.gov.uk

Health and Safety Executive (HSE) – Guidance on workplace health and safety, risk assessments, manual handling, and COSHH regulations. www.hse.gov.uk

Institute of Customer Service – Resources on effective customer service skills, rapport building, and customer engagement strategies. www.instituteofcustomerservice.com

Mentor Foundation UK – Resources for effective mentoring practices and career support within the fitness industry. www.mentoruk.org.uk

Mind UK – Resources on the mental health benefits of fitness and support materials for well-being in physical activity. www.mind.org.uk

National Careers Service – Fitness instructor job profiles and guidance on professional conduct and skill requirements. www.nationalcareers.service.gov.uk

NSPCC Learning – Information on safeguarding regulations and best practices for working with vulnerable groups. www.nspcc.org.uk/learning

Office for National Statistics (ONS) – Demographic data for understanding community health and fitness needs. www.ons.gov.uk

Planet Earth Games – Information on sustainable fitness initiatives and environmental education competitions. www.planetearthgames.org

Sport England – Physical activity insights, demographic data, and resources on community fitness engagement. www.sportengland.org

WRAP (Waste and Resources Action Programme) – Advice on waste reduction, recycling, and eco-friendly business practices. www.wrap.org.uk

Textbooks

Goodman, J., Ignite the Fire: The Secrets to Building a Successful Personal Training Career, CreateSpace Independent Publishing Platform, 2015 (ISBN 978-1505787610)

Nutting, M. A., The Business of Personal Training, Human Kinetics, 2019 (ISBN 978-1492517221)

Unit 4: Client Screening and Health and Fitness Assessment

Unit overview

Unit 4: Client Screening and Health and Fitness Assessment	
Assessment type: Internal	
Learning Aim	Topics
A Explore the process of carrying out health screening techniques with a client	A1 Health screening questionnaires A2 Health monitoring tests A3 Administering health monitoring tests A4 Identifying risks and referring clients
B Explore the process of client fitness testing	B1 Benefits of fitness testing B2 Fitness tests for different components of fitness B3 Selecting fitness tests to meet clients' needs B4 Administering fitness tests
C Interpret and feed back the results of fitness tests and health screening techniques for a client	C1 Interpret results against normative data C2 Strategies to improve health and fitness C3 Feeding back health screening and fitness test results to a client
<p>Assessment overview</p> <p>This unit is Internal assessed through an Authorised Assessment Brief (AAB). The AABs are there to provide an example of what the assessment could look like in terms of the feel, level of demand and integration of mandated evidence required of the assessment. Centres can use the AAB as provided by Pearson. Alternatively, centres may amend the AAB or create their own assignment if they are confident it enables learners to provide suitable and sufficient evidence to meet the stated standard of the assessment criteria and achieve the learning outcomes.</p> <p>A copy of each of these assessments can be downloaded from the qualification page on our website.</p>	

Common misconceptions

Below are some common misconceptions related to the content of this unit by students and ideas for how you can help your learners to avoid and overcome these.

What is the misconception?	How to help learners overcome it
<p>Fitness test results are absolute indicators of a client's fitness level.</p> <p>Students might interpret fitness test results as definitive rather than considering them relative to norms, individual goals, or broader contexts like health status or age.</p>	<p>Teach students how to compare results against national or age-specific norms and contextualise findings based on client-specific goals.</p> <p>Provide sample fitness test results and ask students to interpret them in small groups, considering various factors (e.g., health guidelines, population-specific norms, individual fitness goals).</p> <p>Invite a fitness professional to discuss the limitations of fitness testing and the importance of a holistic approach.</p>
<p>Fitness tests are all equally valid and reliable.</p> <p>Students may assume that all fitness tests provide equally accurate and reliable data, overlooking the nuances of test validity, reliability, and suitability for different clients.</p>	<p>Provide examples of common tests (e.g., 1RM, sit-and-reach, multi-stage fitness test) and evaluate their validity and reliability for different fitness components and populations.</p> <p>Have students administer multiple fitness tests on peers, discussing how factors like skill level, environment, and client characteristics influence results.</p>
<p>Clients can always accurately self-report their health information.</p> <p>Students might rely too heavily on client-reported data without recognising potential inaccuracies due to bias, misunderstanding, or incomplete information.</p>	<p>Encourage students to question and cross-verify self-reported data with objective measures, such as resting heart rate or body composition analysis.</p> <p>Practice techniques for effective questioning and active listening to elicit more accurate and comprehensive client information; e.g. role-plays.</p>

Learning Activities and Resources

This section offers a starting point for delivering the unit by outlining a logical sequence through the unit topics and suggesting practical activities and teacher guidance for covering the main areas of content during guided learning time. Transferable skills are integrated into various activities, with those embedded in a unit indicated by an acronym in square brackets. The acronym combines the letters from the broad skill area and the specific transferable skill, e.g., [IS-WC].

Please note that the activities provided below are suggestions and not mandatory.

Learning Topic	Activities and guidance for unit content delivery	Resources
<p>A1 Health Screening Questionnaires</p>	<p>Whole Class Teaching and Learning – Introduction to health screening questionnaires</p> <ul style="list-style-type: none"> Start with the open question “why bother with health screening” this will be the hook for a comprehensive discussion on the importance of health screening in ensuring client safety and effective programme design. Emphasise the role of various screening tools, including lifestyle questionnaires, PAR-Q, and health commitment statements. Explain the purpose and components of each type of questionnaire, such as lifestyle habits, physical activity levels, and health conditions. Discuss client consultation techniques, such as questioning, listening, and non-verbal communication. Highlight the importance of client confidentiality and obtaining informed consent before collecting or using personal data. <p>Small Group Activity – Designing a screening protocol</p> <ul style="list-style-type: none"> Divide learners into small groups and assign each group a fictional client profile, including demographic and health details. Instruct each group to select appropriate screening tools for their assigned client and create a protocol for conducting the screening. Groups present their protocols to the class. Facilitate a discussion to compare approaches and ensure an understanding of ethical considerations and informed consent. 	<p>NHS: Guidance on health screening tools and informed consent procedures. NHS</p> <p>ACSM (American College of Sports Medicine): Resources on fitness assessment and health screening protocols. ACSM</p> <p>Physiopedia: Articles on the importance of screening in fitness and health contexts. Physiopedia</p> <p>CIMSPA: Professional standards for client health screening and consultation. CIMSPA</p>

	<p>Individual Activity – Creating a personalised questionnaire</p> <ul style="list-style-type: none"> • Assign learners to design a lifestyle questionnaire tailored to a specific client group (e.g., youth, older adults). • Learners write a short reflective piece on how their questionnaire supports safe and effective exercise programming. Individuals share their respective findings for peers to access and build upon in a virtual environment; e.g. Padlet, or VLE. 	
<p>A2 Health Monitoring Tests</p>	<p>Whole Class Teaching and Learning – Introduction to health monitoring tests</p> <ul style="list-style-type: none"> • Begin with a comprehensive discussion on the significance of health monitoring tests in assessing a client's baseline health status. • Emphasise the role of these tests in identifying potential health risks and informing personalised exercise program design. • Introduce the various health monitoring tests, including: <ul style="list-style-type: none"> ○ Resting Heart Rate: Explain its importance as an indicator of cardiovascular fitness and overall heart health. ○ Discuss how a lower resting heart rate often signifies a more efficient heart function. ○ Resting Blood Pressure: Highlight its role in detecting hypertension and assessing cardiovascular risk. ○ Body Composition Assessments: Cover methods such as waist-to-hip ratio, body mass index (BMI), skinfold testing, and Bioelectrical Impedance Analysis (BIA). Discuss how these measurements provide insights into body fat distribution and overall health. • Postural Assessment: Explain the importance of evaluating both static and dynamic posture to identify deviations like lordosis, scoliosis, and kyphosis, which can impact movement efficiency and risk of injury. • Emphasise that health screening for adolescents should be conducted by a qualified youth physical activity instructor to account for developmental considerations. 	<p>Verywell Fit – Fitness Testing: Cardio, Flexibility, Strength, Body Composition: Offers detailed information on different fitness assessments and their significance. Verywell Fit</p>

	<ul style="list-style-type: none"> • Discuss potential contraindications and limitations associated with each test, such as the influence of recent physical activity on resting measurements or the accuracy of body composition assessments in certain populations. <p>Small Group Activity – Conducting and interpreting health monitoring tests</p> <ul style="list-style-type: none"> • Organise a practical session where learners, under supervision, conduct the following assessments on peers: <ul style="list-style-type: none"> ○ Resting Heart Rate Measurement: Using manual palpation or heart rate monitors. ○ Resting Blood Pressure Measurement: Utilising automated cuffs or manual sphygmomanometers. ○ Body Composition Analysis: BMI calculation, waist-to-hip ratio measurement, and BIA devices. ○ Postural Assessment: Performing visual assessments to identify postural deviations. • After conducting the tests, learners will interpret the results, comparing them against normative data to identify potential health benefits or areas for improvement. • Facilitate a debriefing session where learners share their experiences, discuss challenges faced during assessments, ways to provide feedback sensitively and reflect on the importance of accurate measurement techniques. 	
<p>A3 Administering Health Monitoring Tests</p>	<p>Whole Class Teaching and Learning – Introduction to administering health monitoring tests</p> <ul style="list-style-type: none"> • Begin with a comprehensive discussion on the importance of conducting risk assessments and understanding the duty of care when administering health monitoring tests. Emphasize the necessity of checking and setting up equipment properly to ensure client safety and test accuracy. 	<p>American College of Sports Medicine (ACSM): Offers resources on health screening protocols and professional conduct in fitness assessments. ACSM</p>

	<ul style="list-style-type: none"> • Explain standardised test protocols, highlighting the steps involved in each health monitoring test. • Discuss the significance of obtaining informed consent, and ensuring clients are fully aware of the procedures and any associated risks. • Introduce verbal and non-verbal communication strategies tailored to diverse client needs, including considerations for age, cultural background, and experience level. • Discuss methods for building rapport, such as appropriate eye contact, humour, and mirroring. • Emphasise human skills including active listening skills and the use of visual aids to enhance understanding. <p>Small Group Activity – Scenario-based role play</p> <ul style="list-style-type: none"> • Divide learners into small groups and assign each group a specific client scenario, detailing the client's background, health status, and specific needs. • Scenarios should include diverse client profiles to encompass various communication challenges and testing requirements. • Within each group, learners will assume the roles of fitness professionals and clients. They will conduct a mock health monitoring test, focusing on: <ul style="list-style-type: none"> ○ Client Preparation: Explaining the test procedure clearly and obtaining informed consent. ○ Communication: Utilising appropriate verbal and non-verbal communication techniques to build rapport and ensure client comfort. ○ Test Administration: Following standardized test protocols while maintaining client dignity and safety. ○ Recording Results: Accurately documenting test outcomes and providing constructive feedback. 	<p>Physiopedia: Contains articles on best practices for administering health monitoring tests and building client rapport. Physiopedia</p> <p>Chartered Institute for the Management of Sport and Physical Activity (CIMSPA): Provides professional standards and guidelines for fitness professionals, including communication and client interaction. CIMSPA</p>
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	<ul style="list-style-type: none"> • After the role plays, facilitate a class discussion where each group reflects on their experience, shares challenges faced, and receives feedback from peers and instructors. • This debriefing will reinforce best practices and highlight areas for improvement. [IS-V &NC] <p>Individual Activity – Reflective practice</p> <ul style="list-style-type: none"> • Assign learners to write a reflective piece on their role-play experience, focusing on: <ul style="list-style-type: none"> ○ Communication Skills: Assessing the effectiveness of their verbal and non-verbal communication strategies. ○ Client Interaction: Evaluating their ability to build rapport and adapt communication styles to meet client needs. ○ Professional Conduct: Reflecting on their adherence to professional standards, including maintaining client dignity and confidence. • Encourage learners to identify specific areas for personal development and create an action plan to enhance their skills in administering health monitoring tests. 	
A4 Identifying risks and referring clients	<p>Whole Class Teaching and Learning – Introduction to risk stratification tools</p> <ul style="list-style-type: none"> • Begin with a comprehensive discussion on evidence-based tools used to assess client risk levels, such as the Irwin and Morgan traffic light system and national/international protocols. • Highlight their importance in identifying clients at low, medium, or high risk of adverse events during exercise. • Discuss absolute contraindications to exercise, emphasising the importance of recognising when clients should be referred to medical professionals. • Provide examples, such as referring post-natal women experiencing stress incontinence or individuals with past injuries or medically controlled diseases. 	<p>Chartered Institute for the Management of Sport and Physical Activity (CIMSPA): Offers standards and guidelines on professional conduct, including risk assessment and data confidentiality. CIMSPA</p> <p>Data Protection and GDPR Compliance: UK government resource on data protection laws and best practices for handling sensitive client information.</p>

	<ul style="list-style-type: none"> • Introduce key principles of data protection and confidentiality, including proper storage and disposal of confidential client information. • Discuss the legal and ethical responsibilities of fitness professionals in managing sensitive data. <p>Small Group Activity – Case study analysis</p> <ul style="list-style-type: none"> • Divide learners into small groups and provide each group with a case study of a hypothetical client. • Scenarios should include diverse client profiles, such as a post-natal woman, an individual with a chronic condition, or someone recovering from an injury. • Instruct each group to use a risk stratification tool (e.g., Irwin and Morgan traffic light system) to assess the client's risk level. • Groups should identify contraindications and determine if a referral to a medical professional is necessary. They should also consider how to handle the client's data in compliance with confidentiality guidelines. • Groups present their findings, explaining their risk assessment process, contraindications identified, and referral recommendations. • Facilitate a class discussion to compare approaches and reinforce best practices for client safety and data management. <p>Individual Activity – Creating a risk stratification guide</p> <ul style="list-style-type: none"> • Assign learners to create a visual guide summarising the key elements of risk stratification. The guide should include: <ul style="list-style-type: none"> ○ Steps for using a risk stratification tool. ○ Indicators for low, medium, and high risk. ○ Examples of absolute contraindications and referral pathways. ○ Data protection best practices. • Learners write a brief reflective piece on how risk stratification and data confidentiality support client safety and enhance professional standards. Encourage learners to consider how they will apply these practices in their future roles. 	<p>Meet the requirements of data privacy regulations - GOV.UK</p>
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<p>B1 Benefits of Fitness Testing</p>	<p>Whole Class Teaching and Learning – Exploring the benefits of fitness testing</p> <ul style="list-style-type: none"> • Begin with sharing case studies or audio-visual to demonstrate the primary benefits of fitness testing, such as identifying components of fitness that need improvement, providing a benchmark for measuring progress, guiding fitness programme design, and educating individuals about their health and fitness. • Present real-world examples of fitness testing results and how they inform programme design and goal-setting. Highlight how fitness tests can motivate individuals by providing tangible data on their progress. • Discuss the importance of aligning fitness tests with the individual's health and fitness goals. Encourage learners to consider how these benefits contribute to both short-term motivation and long-term health improvements. 	<p>Top End Sports: information on fitness tests and fitness testing: Benefits of Fitness Testing</p> <p>Origym: Elearning for fitness professionals What is Fitness Testing? Overview & Reasons OriGym</p> <p>Sport England: Offers insights into fitness testing and its impact on physical activity levels. Sport England</p> <p>American College of Sports Medicine (ACSM): Guides on evidence-based fitness assessment practices. ACSM</p>
<p>B2 Fitness Tests for Different Components of Fitness</p>	<p>Whole Class Teaching and Learning – Introduction to fitness tests and their purpose</p> <ul style="list-style-type: none"> • Begin with a class discussion on the different components of fitness— aerobic endurance, muscular endurance, muscular strength, flexibility, speed, and power—and the specific tests used to assess each. • Highlight the differences between sub-maximal and maximal aerobic tests and their application. • Provide a visual or practical demonstration of selected fitness tests, such as the multi-stage fitness test, grip dynamometer test, and sit-and-reach test. • Discuss the correct setup, safety precautions, and test protocols, emphasising accuracy and reliability in measurements. 	<p>My Vital Metrics: Provides information on benefits of fitness testing for personal trainers. The Benefits and Limitations of Fitness Testing for Personal Trainers</p> <p>Sport England: Offers resources on fitness testing and physical activity promotion. Sport England</p> <p>American College of Sports Medicine (ACSM): Evidence-based</p>

	<p>Small Group Activity – Setting up and practising fitness tests</p> <ul style="list-style-type: none"> • Divide learners into small groups and assign each group a specific fitness test to set up and practice administering. • Groups set up their assigned test, ensuring proper positioning of equipment (e.g., grip dynamometer calibration, accurate tape markings for the sit-and-reach test) and adherence to testing protocols. • Each group performs the test with one learner acting as the test administrator and another as the participant. • The remaining group members observe and provide feedback on setup accuracy, adherence to protocols, and participant safety. 	<p>guidelines for fitness testing protocols. ACSM</p>
<p>B3 Selecting Fitness Tests to Meet Clients' Needs</p>	<p>Whole Class Teaching and Learning – Case study analysis</p> <ul style="list-style-type: none"> • Begin with a class discussion as a hook half the group must consider low cost, low tech solutions with the other half considering high cost, high tech solutions on the factors influencing the selection of fitness tests, including validity, reliability, and suitability for the client. • Highlight wider considerations such as cost, time, equipment, facilities, and the practicality of administering the test. • Present learners with a variety of case studies, each featuring a different client profile (e.g., a beginner looking to improve general fitness, an athlete training for a specific sport, or an older adult focusing on mobility). Include details such as fitness levels, preferences, and available resources. • Instruct learners to select the most appropriate fitness test(s) for each case study, providing a rationale for their choices based on the client's needs and test requirements. Facilitate a class discussion to compare selections and address any discrepancies. 	<p>My Vital Metrics: Provides information on benefits of fitness testing for personal trainers. The Benefits and Limitations of Fitness Testing for Personal Trainers</p> <p>ptdirect: Tools for Personal Trainers - Fitness Testing - the Good, the Bad & the Ugly – PT Direct</p> <p>Sport England: Resources for developing practical and cost-effective fitness testing solutions. Sport England</p>
<p>B4 Administering Fitness Tests</p>	<p>Whole Class Teaching and Learning – Overview of fitness test administration</p>	

	<ul style="list-style-type: none"> • Begin with walkthrough scenario of a comprehensive pre-test procedure, then proceed to discuss further procedures including obtaining informed consent, conducting risk assessments, setting up equipment, and ensuring proper client preparation (e.g., appropriate clothing and warm-up). • Highlight the importance of following test protocols and maintaining professional conduct throughout the process. • Explain the steps for ensuring safety during fitness test administration, including monitoring the client's condition, identifying reasons to terminate a test, and providing after-care advice, such as rehydration and rest. <p>Practical Activity – Administering a fitness test</p> <ul style="list-style-type: none"> • Learners work in pairs to administer a selected fitness test (e.g., grip dynamometer or sit-and-reach test). • Each learner alternates roles as the tester and client, focusing on: <ul style="list-style-type: none"> ○ Equipment setup and use of test protocols. ○ Communicating clearly with the client, including providing instructions, using motivational language, and monitoring performance. ○ Recording test results accurately. • Conclude the activity with learners providing after-care advice, guiding their clients through a cooldown, and cleaning and storing equipment safely. [IS- V& NC] 	<p>Science for Sport : Information on conducting and interpreting fitness tests. 4-Must-Do's When Administering Fitness Testing Science for Sport</p>
<p>C1 Interpret Results Against Normative Data</p>	<p>Whole Class Teaching and Learning – Understanding normative data and interpretation</p> <ul style="list-style-type: none"> • Provide learners with a set of data, ask them to review and annotate demonstrating their understanding and questions for clarification. • Following this initial period, check understanding and clarify points of uncertainty 	<p>NHS - Fitness Norms and Health Ranges: Provides data and guidelines for interpreting fitness test results in the context of health and well-being. NHS</p>

	<ul style="list-style-type: none"> • Guide learners through various normative data sets, including population norms, health ranges, and sports-specific benchmarks. • Explain how these data sets are used to interpret fitness test results and guide fitness programme design. • Use visual aids such as charts and tables to illustrate examples of normative data for different populations. • Teach learners to make connections between test results and normative ranges, such as identifying whether results fall within optimal health ranges, tolerance zones, or require medical referral. • Highlight the importance of aligning interpretations with individual goals and national health guidelines. <p>Small Group Activity – Case study analysis</p> <ul style="list-style-type: none"> • Divide learners into small groups and provide each group with a case study featuring fitness test results for different clients (e.g., a general population client, a sports performer, and an elite athlete). • Groups compare the provided results to normative data and make judgments regarding the client’s fitness level, health status, and alignment with personal or performance goals. • Each group prepares a short presentation summarising their findings, including recommendations for next steps, such as programme adjustments or medical referrals. • Facilitate a group discussion to explore how interpretation varies based on client goals and fitness levels, reinforcing the importance of tailoring recommendations. 	<p>Topend Sports: Fitness testing normative data tables: Fitness Testing Norms</p> <p>UK Active - Offers resources and research on improving the health of the nation through physical activity, with guidance on fitness assessments and promoting safe exercise. ukactive.com</p>
C2 Strategies to Improve Health and Fitness	Guest Speaker Session – Practical Strategies for health and fitness improvement	NHS - Live Well: Comprehensive guidance on physical activity, healthy

	<ul style="list-style-type: none"> • Invite a guest speaker, such as a fitness professional or nutritionist, to discuss practical strategies for improving health and fitness. The speaker should cover: <ul style="list-style-type: none"> ○ Meeting physical activity guidelines through activities like fat-burning exercises and national initiatives (e.g., Park Run). ○ Strategies to reduce sedentary behaviour, such as using standing desks and taking active breaks. ○ Relaxation techniques like mindfulness and breathing exercises. ○ The importance of healthy eating based on government guidelines, including tips for reducing processed food intake and incorporating healthy snacks. ○ Changing sleeping habits using tools like sleep tracking apps. • Encourage learners to ask questions and seek personalised advice on implementing these strategies in various contexts. <p>Small Group Activity – Developing a health and fitness improvement plan</p> <ul style="list-style-type: none"> • Assign groups a client profile (e.g., a sedentary office worker, a busy parent, or a student). • Groups identify the client's main health and fitness challenges and create a tailored improvement plan incorporating strategies such as increased physical activity, flexibility and core strength exercises, mindfulness techniques, and dietary adjustments. • Plans should include specific, actionable steps, such as scheduling active breaks, incorporating yoga or Pilates sessions, tracking sleep patterns, or attending support groups. • Groups present their plans to the class, receive feedback, and refine their strategies. Facilitate a discussion on the practical application of these strategies and the importance of tailoring them to individual needs. 	<p>eating, and mental well-being strategies. NHS</p> <p>Public Health England - Eatwell Guide: Provides resources on balanced diets and making informed food choices. Public Health England</p> <p>Park Run UK: Information on free, weekly, community-led 5k runs across the UK to promote physical activity. Park Run UK</p> <p>Mind - Mental Health Support: Offers resources on mindfulness, relaxation techniques, and support groups. Mind</p>
<p>C3 Feeding Back Health Screening and Fitness Test Results to a Client</p>	<p>Paired Activity – Role-playing feedback scenarios</p> <ul style="list-style-type: none"> • Pair learners and assign each pair a scenario in which they must deliver health screening and fitness test results to a client. 	<p>National Institute for Health and Care Excellence (NICE): Guidance on lifestyle improvement and</p>

	<ul style="list-style-type: none"> • Include both positive and challenging situations, such as discussing excellent fitness levels or highlighting areas that need improvement. • One learner acts as the fitness professional providing feedback, and the other as the client. The professional should: <ul style="list-style-type: none"> ○ Select an appropriate tone and language for sensitivity. ○ Use comparisons to national data to explain results. ○ Highlight the client's strengths and areas for improvement. ○ Provide actionable recommendations, including lifestyle adjustments, exercise, or onward referrals if necessary. • After the role play, pairs swap roles. • Facilitate a class discussion to share insights, focusing on maintaining client dignity, promoting motivation, and handling difficult conversations effectively. <p>Whole Class Teaching and Learning – Strategies for effective feedback</p> <ul style="list-style-type: none"> • Present a structured overview of how to effectively feedback results to clients, emphasising: <ul style="list-style-type: none"> ○ The importance of an appropriate location for sensitive discussions. ○ The need for empathy and active listening during conversations. ○ Making connections between test results, physiological factors, and client goals. • Demonstrate a sample feedback session to model best practices, then engage learners in identifying effective techniques and areas for improvement. • Use real-life scenarios for learners to suggest potential feedback strategies, reinforcing how to motivate clients while addressing areas for development. 	<p>effective communication strategies for health professionals. NICE</p> <p>Mind - Mental Health Support: Resources on handling sensitive conversations and supporting clients' psychological well-being. Mind</p> <p>ptdirect: resources for PT professionals - Reporting Test Results — PT Direct</p>
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Delivering signposted transferable skills

There are no signposted transferable skills in this unit.

Resources

This section has been created to provide a range of links and resources that are publicly available that you might find helpful in supporting your teaching and delivery of this unit in the qualification. We leave it to you, as a professional educator, to decide if any of these resources are right for you and your students, and how best to use them.

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

Websites

American College of Sports Medicine (ACSM) - Provides evidence-based guidelines for health screening, fitness assessment practices, and test selection criteria. www.acsm.org

British Heart Foundation (BHF) - Offers benchmarks, guidance on safe administration of fitness tests, and resources for health-related fitness assessments. www.bhf.org.uk

Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) - Professional standards, conduct guidelines, and best practices for fitness professionals, including communication, client interaction, and fitness test protocols. www.cimspa.co.uk

Data Protection and GDPR Compliance - UK government resource on data protection laws and best practices for handling sensitive client information. www.gov.uk

Mind - Resources on mindfulness, relaxation techniques, mental health support, and handling sensitive conversations with clients. www.mind.org.uk

National Health Service (NHS) - Comprehensive resources on health screening, fitness testing, physical activity, healthy eating, risk assessment, and mental well-being. www.nhs.uk

National Institute for Health and Care Excellence (NICE) - Provides guidance on lifestyle improvement, fitness testing, and effective communication strategies for health professionals. www.nice.org.uk

Park Run UK - Information on free, weekly, community-led 5k runs across the UK to promote physical activity. www.parkrun.org.uk

Physiopedia - Articles on best practices for screening, fitness test protocols, health monitoring tests, and client rapport building. www.physiopedia.com

Public Health England - Resources on balanced diets, fitness testing, and physical activity promotion. www.publichealthengland.org.uk

Sport England - Insights and resources for fitness testing, physical activity promotion, and developing cost-effective fitness testing solutions. www.sportengland.org

UK Active - Offers research and resources on improving health through physical activity, fitness assessments, and promoting safe exercise. www.ukactive.com

Verywell Fit - Detailed information on fitness testing, including cardio, flexibility, strength, and body composition assessments. www.verywellfit.com

Textbooks

American College of Sports Medicine (ACSM). ACSM's Guidelines for Exercise Testing and Prescription, 11th Edition, Wolters Kluwer, 2021 (ISBN 978-1975150198).

Heyward, V. H., & Gibson, A. Advanced Fitness Assessment and Exercise Prescription, 8th Edition, Human Kinetics, 2018 (ISBN 978-1492533672).

National Strength and Conditioning Association (NSCA). NSCA's Essentials of Personal Training, 3rd Edition, Human Kinetics, 2021 (ISBN 978-1492596721)

Unit 5: Anatomy, Physiology and Kinesiology for Personal Training

Unit overview

Unit 5: Anatomy, Physiology and Kinesiology for Personal Training	
Assessment type: Internal	
Learning Aim	Topics
A Examine the function of the musculoskeletal system and how it responds to exercise and physical activity	A1 Structure and function of the skeletal system A2 Structure and function of joints A3 Bone structure and growth A4 Structure of the muscular system A5 Function of muscular system A6 Muscle fibre types A7 Musculoskeletal responses to exercise A8 Musculoskeletal system in special populations
B Examine the function of the cardiorespiratory system and how it responds to exercise and physical activity	B1 Structure of the cardiovascular system B2 Function of the cardiovascular system B3 Structure of the respiratory system B4 Function of the respiratory system B5 Lung volumes and control of breathing B6 Cardiorespiratory system responses to exercise
C Explore the energy and digestive systems and their response to exercise and physical activity	C1 Structure and function of the digestive system C2 Energy systems C3 Energy and digestive systems response to exercise
D Explore the nervous and endocrine systems and their response to exercise and physical activity	D1 Nervous system D2 Endocrine system D3 Nervous and endocrine systems response to exercise D4 The nervous system in special population
E Explore the principles of biomechanics and environmental factors affecting exercise and physical activity	E1 Planes of movement E2 Anatomical terms E3 The effect of exercise variables on biomechanics and kinesiology E4 Exercising in excessive heat E5 Exercising in extreme cold
Assessment overview <p>This unit is Internal assessed through an Authorised Assessment Brief (AAB). The AABs are there to provide an example of what the assessment could look like in terms of the feel, level of demand and integration of mandated evidence required of the assessment. Centres can use the AAB as provided by Pearson. Alternatively, centres may amend the AAB or create their own assignment if they are confident it enables learners to provide suitable and sufficient evidence to meet the stated standard of the assessment criteria and achieve the learning outcomes.</p>	

A copy of each of these assessments can be downloaded from the qualification page on our website.

Common misconceptions

Below are some common misconceptions related to the content of this unit by students and ideas for how you can help your learners to avoid and overcome these.

What is the misconception?	How to help learners overcome it
Respiration and breathing are the same	Respiration is a chemical reaction that transfers energy in cells, while breathing is the process of moving air into and out of the lungs.
Difficulties in identifying the right and left sides of the heart in a diagram	Ensure learners are clear that on diagrams, the heart is labelled as if you were looking at it in someone's chest, meaning the left on a diagram is the right-hand side (and vice versa).
Each organ system functions independently	Understanding the collaboration between organ systems is essential for a complete picture of how our bodies function- e.g. The nervous system controls muscle movements and coordination, while the musculoskeletal system provides the structure and mechanism for movement.

Learning Activities and Resources

This section offers a starting point for delivering the unit by outlining a logical sequence through the unit topics and suggesting practical activities and teacher guidance for covering the main areas of content during guided learning time. Transferable skills are integrated into various activities, with those embedded in a unit indicated by an acronym in square brackets. The acronym combines the letters from the broad skill area and the specific transferable skill, e.g., [IS-WC].

Please note that the activities provided below are suggestions and not mandatory.

Learning Topic	Activities and guidance for unit content delivery	Resources
<p>A1 Structure and function of the skeleton</p>	<p>Whole class teaching and learning – location of major bones</p> <ul style="list-style-type: none"> ○ Using a life size skeleton model, another student or a white board display, write down each of the bones on a separate post it notes or sticky label as per specification. ○ Locate the bones on the skeleton and place the post it note over the location of the bone. ○ Use a labelled skeleton to consolidate knowledge and highlight the axial and appendicular skeleton <p>Whole class teaching and learning –types of major bones</p> <ul style="list-style-type: none"> ○ Discuss the differences between the types of bones and use a colour code to classify each of the bones in the specification into their correct bone type ○ Discuss the importance and roles of the different types of bones. <p>Whole class teaching and learning – functions of the skeletal system</p>	<p>BBC Bitesize - Bones and vertebral column https://www.bbc.co.uk/bitesize/guides/zq3sbk7/revision/1</p> <p>Visible Body - Visuals and information on types of bones. https://www.visiblebody.com/learn/skeleton/types-of-bones</p> <p>Innerbody.com has an interactive 3D anatomy model of the skeletal system, https://www.innerbody.com/image/skelfov.html</p> <p>Youtube - video on function of the skeletal system</p>

	<ul style="list-style-type: none"> ○ Take each function of the skeletal system as in the specification and apply each function to everyday life. ○ Revisit each function and apply to a sport and exercise movements used such as a press up. <p>Small group activity - vertebral column and posture</p> <ul style="list-style-type: none"> ○ Use the Lifesize skeleton or a model of the vertebral column only. ○ Highlight the number of bones in each section of the cervical, thoracic and lumbar region. ○ Label a vertebrae diagram. ○ Research the importance of posture and the impact of movement and deviations of the vertebral column 	<p>https://www.youtube.com/watch?v=kv6v2lOmhtl</p> <p>https://www.youtube.com/watch?v=38MsEkhdECM</p> <p>A quick video of the major bones and bone anatomy</p>
<p>A2 Structure and function of joints</p>	<p>Whole class and individual activity - types of joints</p> <ul style="list-style-type: none"> ○ Showcase the joint classification; fixed (cranium), slightly moveable (vertebral column) and synovial joint and types of synovial joints. ○ Use the Lifesize skeleton or joint models to show the range of movement permitted. For example, how the hinge works like a door in comparison to the shoulder joint which has a wider range of motion. Highlight and name each synovial joint on the skeleton. ○ Using an online visual image of a synovial joint, label the main components of synovial joints and describe their function. <p>Small group activity - types of joint movement</p>	

	<ul style="list-style-type: none"> ○ Demonstrate and ask learners to copy each of the movements listed in the specification. ○ Learners work in pairs and are given a set of movements. ○ Each movement is videoed and GIFs created using a GIF convertor. ○ GIFs are presented to the rest of the class and described <p>Practical activity - types of joint movement</p> <ul style="list-style-type: none"> ○ Use slow motion technology when completing a squat, bicep curl or press up. ○ Capture two images from the slow-motion playback. ○ The images are labelled to show the movement occurring at each joint. ○ The bones and types of joints are also labelled. ○ Encourage discussion on the need for joint stability in these movements. 	<p>The skeleton in this resource can be shows the joint movement clearly which can be replicated.</p> <p>https://www.wisc-online.com/learn/natural-science/life-science/ap12004/movement-terminology</p>
<p>A3 Bone structure and growth</p>	<p>Whole class and individual activity - bone anatomy and growth</p> <ul style="list-style-type: none"> ○ Use a cross-section diagram of a long bone to show the components of bone anatomy as per specification. ○ Learners label a diagram of a long bone with each component part. <p>Small group activity - bone growth and bone remodelling</p> <ul style="list-style-type: none"> ○ Small groups given a different part of the bone growth cycle to research. 	<p>Youtube - https://www.youtube.com/watch?v=38MsEkhdECM A quick video to revisit the major bones and bone structure and anatomy</p> <p>Youtube - video clip on bone remodelling and repair - (1) Bone remodeling and repair - YouTube</p>

	<ul style="list-style-type: none"> ○ Groups then rotate, following the format of speed dating, to teach each other about their area of bone growth and remodelling. ○ During this activity, individuals collate a workbook of content 	
<p>A4 Structure of the muscular system</p>	<p>Paired activity – Location of major muscles</p> <ul style="list-style-type: none"> ○ Learners work in pairs to locate different types of muscle. ○ For example, a ‘stick the muscle on the body’ game (an adaptation of ‘pin the tail on the donkey’). ○ Using a adhesive notes, learners stick ‘muscles’ over the appropriate locations on their partner of the muscles in the specification. ○ Learners check their placements using a reference source to confirm correct locations. <p>Whole class teaching and learning – muscle types</p> <ul style="list-style-type: none"> ○ Learner’s research one of the three types of muscle listed in the unit specification and find out the following information: <ul style="list-style-type: none"> ○ Brief overview of the muscle type ○ The role of the muscle in movement ○ Diagrams ○ Learners could complete an analysis to compare the strengths and weaknesses of the characteristics each of each muscle type. ○ 	

<p>A5 Function of the muscular system</p>	<p>Laboratory Activity –Structure and function of muscles</p> <ul style="list-style-type: none"> ○ Chicken wing dissection ○ Brief method: ○ Place the uncooked chicken wing on the dissection tray and wear gloves. Pin the wing down to keep it stable. ○ Carefully use a scalpel or scissors to cut through the skin at the shoulder end. Peel back the skin to expose the muscles underneath. ○ Observe the different muscles in the wing. Notice how they attach to the bones at the joints. ○ Look for the tendons that connect the muscles to the bones. You may see white, fibrous tissues at the ends of the muscles. ○ Gently pull on the muscles to see how they contract and move the wing. This will help you understand how muscles work in pairs to move the joints. ○ Observe the joints where the bones meet. Note the cartilage and any ligaments that support the joints. ○ Learners should take notes and draw diagrams of their observations. They should take a photograph or make a detailed drawing and label the muscles, tendons, and joints. <p>Whole class teaching and learning – muscle movement and contraction</p> <ul style="list-style-type: none"> ○ Analyse an exercise such as squat. ○ Practical exploration of the squat to identify the antagonistic pairs used at the knee, hip and ankle. ○ Slow motion footage of a squat movement to reference how the muscles working (agonist, antagonist, synergist and fixator) or 	<p>assist.asta.edu.au has instructions of a STANDARD OPERATING PROCEDURE: Performing a chicken wing dissection, https://assist.asta.edu.au/sites/assist.asta.edu.au/files/SOP%20Performing%20a%20chicken%20wing%20dissection.pdf</p> <p>Muscle in motion: provides visual representation of the muscles required in a variety of movements https://www.youtube.com/watch?v=eb4rKCM3BKM</p> <p>Youtube – Antagonistic muscle pairs https://www.youtube.com/watch?v=qg65ZIIK73A</p> <p>Youtube – the sliding filament theory https://www.youtube.com/watch?v=dpxaIWACO7k An interesting watch as the Ameoba sisters simplify sliding filament</p>
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	<p>contracting. Eccentric muscle contraction in the downwards phase and concentric in the upwards phase. Students describe the contraction.</p> <ul style="list-style-type: none"> ○ Consider how these changes for a squat action which is held as a wall sit exercise. What are the notable differences for the quadriceps and hamstrings? ○ Repeat for other exercise-based movements using the joint movements listed in the specification. <p>Whole class teaching and learning – sliding filament theory</p> <ul style="list-style-type: none"> ○ Watch a simplified video of the entire sliding filament theory, make a note of the keywords. ○ Draw and label a sarcomere at rest and how it changes during muscle contraction. ○ On A2 paper, create a comic strip or diagrams of the process of the sliding filament theory. 	
A6 Muscle fibre types	<p>Whole class teaching and learning – muscle fibre types</p> <ul style="list-style-type: none"> ○ Use footage of three physical activity exercises or events e.g. a one rep max, a muscular endurance exercise (eg 20 reps bicep curl) and 10 k run. ○ Apply the structural and functional characteristics of Type I, IIa, and IIb muscle fibre types to each exercise/event. ○ Create a comparative table for the three events. ○ Consolidate knowledge of the three exercises/events and apply to three exercises/events of their own choice and discuss how the recruitment of all these fibres is used for each exercise/event. 	<p>https://www.physio-pedia.com/Muscle_Fibre_Types</p>
A7 Musculoskeletal	<p>Whole class teaching and learning – weight bearing and non weight bearing exercise</p>	

<p>al responses to exercise</p>	<ul style="list-style-type: none"> ○ Begin with a lecture that explains the differences between weight-bearing and non weight-bearing exercises. ○ Use visual aids, such as diagrams and videos, to show how weight-bearing exercises like running and jumping transmit stress through bones, promoting increased bone density. ○ Contrast this with non weight-bearing exercises like swimming and cycling, which reduce stress on joints and do not stimulate bone density increase. ○ Follow the lecture with a discussion session where students can ask questions and share their thoughts <p>Whole class teaching and learning – musculoskeletal response to acute exercise</p> <ul style="list-style-type: none"> ○ Learners record some data about themselves before taking part in exercise such as score on a sit and reach test, how warm they feel. ○ Learners then take part in a warm up followed by a muscular strength and endurance based circuit using body weight and free weights. ○ Learners then record their results on the sit and reach test and how warm they are feeling. ○ Class discussion on impact of acute exercise on the musculoskeletal system to explain why and how the system has responded in this manner e.g. increase production of synovial fluid to increase range of movement at joints, increase in muscle pliability to increase range of movement. <p>Whole class teaching and learning – musculoskeletal response to chronic exercise</p>	<p>https://www.cmsfitnesscourses.co.uk/blog/musculoskeletal-implications-for-special-populations</p> <p>Fitness courses cover this topic in depth to support those considering working with a variety of clients</p>
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	<ul style="list-style-type: none"> ○ Learners are given a type of exercise that is either resistance based e.g. weight training, or aerobic based e.g. swimming ○ Learners research the musculoskeletal response to their given type of exercise. ○ Learners present findings to the rest of the class. 	
<p>A8 Musculoskeletal system in special populations</p>	<p>Whole class teaching and learning – Adolescent common overtraining/overuse injuries</p> <ul style="list-style-type: none"> ○ Introduce the concept of overtraining and overuse injuries with real-life case studies. ○ Discuss the symptoms, causes, and prevention strategies for various injuries such as stress fractures, tendonitis, and shin splints. ○ Divide the class into groups and assign each group a specific injury to research and create an educational poster. ○ Have each group present their poster to the class, explaining the injury and how to prevent it. <p>Paired activity – Posture assessment and understanding ante and post-natal women postural changes</p> <ul style="list-style-type: none"> ○ Teach students how to conduct a basic posture assessment, including measuring shoulder alignment, spinal curvature, and muscle tightness. ○ Pair up students and have them perform posture assessments on each other, using mirrors and measuring tape to identify areas of concern. 	

	<ul style="list-style-type: none"> ○ Based on their assessments, ask students to develop personalised improvement plans that include specific exercises to strengthen weak muscles and stretch tight muscles. ○ Have students implement their improvement plans with their partners, providing feedback and adjustments as needed. ○ Encourage students to reflect on the experience and discuss the importance of tailored interventions for ante- and post-natal women. <p>Small group activity – Ageing process on the musculoskeletal system</p> <ul style="list-style-type: none"> ○ Provide each group with a detailed case study of an older adult experiencing issues related to bone density, joint pain, or muscle weakness. ○ Each case study should include the individual's medical history, current symptoms, and lifestyle factors. ○ Ask each group to analyse the case study and identify the primary issues related to the ageing process. ○ Have the groups develop an exercise plan to address the individual's issues. ○ Each group presents their findings and plans to the class, followed by a Q&A session to discuss the proposed solutions. 	
<p>B1 of the cardiovascular system</p>	<p>Laboratory activity- Anatomy of the heart</p> <ul style="list-style-type: none"> ○ Learners could be given a heart to dissect 	<p>BBC bitesize has information on the structure and function of blood vessels,</p>

B2 Function of the cardiovascular system

- Fresh sheep, cow, and ox or pig hearts purchased from a butcher or abattoir
- Locate the main chambers (atria and ventricles), valves and blood vessels leading into and out of the heart.
- Use a labelled heart to consolidate knowledge and colour code for oxygenated and deoxygenated blood flow (red and blue).

Practical activity – heart structure and blood vessels leading into and out of heart

- Use Play-Doh to recreate the main chambers of the heart (atria and ventricles) and then main vessels (bringing blood in and away from the heart).
- Add on the valves to emphasise the key function of preventing back flow between the chambers and from the aorta and pulmonary artery back into the ventricles.
- Use a video to show blood through the heart
- Place each heart component on a white board. Order the post it notes in the correct order of blood flow through the heart starting at the pulmonary vein. Add arrows to show blood flow on a labelled heart diagram.

Individual activity – cardiac cycle

- Using a diagram of blood flow through the heart break this down into phases of systole and diastole.
- A sequence video can be used to describe each stage of atrial systole and diastole and ventricular systole and diastole

Small group activity – blood vessels

<https://www.bbc.co.uk/bitesize/guides/zvjkbdm/revision/1>

Assist.asta.edu.au has instructions for the STANDARD OPERATING PROCEDURE: Performing a heart dissection , <https://assist.asta.edu.au/sites/assist.asta.edu.au/files/SOP%20Performing%20a%20heart%20dissection.pdf>

Science learning hub - Interactive platform to label a heart.

https://www.sciencelearn.org.nz/labelling_interactives/1-label-the-heart

	<ul style="list-style-type: none"> ○ Research suitable images of an artery, arteriole, capillary, venule and vein and key characteristics of their structure and function. ○ Using the headings of 'lumen size', 'walls', 'function', 'valves', complete a comparative table between arteries, veins and capillaries. <p>Small group activity – function of blood</p> <ul style="list-style-type: none"> ○ Each learner in the group should research one component of blood from the unit specification and then present their findings to the rest of the group. ○ They should include the following in their research: <ul style="list-style-type: none"> ○ A description of the component ○ What it contains ○ Percentage found in blood ○ How each component is adapted for its function <p>Whole class teaching and learning – Introduction to topic.</p> <ul style="list-style-type: none"> ○ Show video clips of different types of blood pressure measurement (e.g. manual and electronic sphygmomanometer, ambulatory BP monitoring) ○ Discuss advantages and disadvantages of each type ○ Include discussion on normal blood pressure readings ○ Provide learners with an electric sphygmomanometer cuff and a set of instructions on taking blood pressure. 	<p>Youtube - the sequence of the cardiac cycle https://www.youtube.com/watch?app=desktop&v=3ZYh00GJZSI&t=0s</p> <p>Prezi is a predesigned interactive presentation tool. This is an example of how it is has been used for structure and function of the cardiovascular system including function of blood https://prezi.com/np2tfsvfjkpz/btec-l3-anatomy-for-sport-function-of-the-cardiovascular-system/#:~:text=and%20the%20blood,the%20cells%20of%20the%20body.</p> <p>YouTube – NHS video overview of blood pressure including demonstrating how to measure blood pressure electronically https://www.youtube.com/watch?v=ZzRW70uc-EU</p> <p>YouTube – Drugs.com video demonstrating how to measure blood pressure manually</p>
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	<ul style="list-style-type: none"> ○ Learners have their blood pressure taken by another student in the group ○ Record each blood pressure reading ○ Collate blood pressure readings and discuss whether are within the expected range. ○ Discuss possible issues in measurement/factors that might affect the result. <p>Individual activity – Hyper and hypotension</p> <ul style="list-style-type: none"> ○ Half the class research hypertension and half research hypotension ○ Learners prepare an informative leaflet for clients who have been recently diagnosed with these conditions. ○ Learners will need to include: <ul style="list-style-type: none"> ○ What the condition is ○ What causes it ○ Why it is a problem ○ How it is diagnosed – including information on the tests used. ○ How it is monitored ○ Pair learners who have researched hypertension with learners who have researched hypotension. Learners to present their leaflet to their partner 	<p>https://www.youtube.com/watch?v=lpvyCGPsVDU</p> <p>YouTube – video showing ambulatory blood pressure measurement https://www.youtube.com/watch?v=cvHY1gYTgAw</p> <p>Patient UK – Facts on hypertension and hypotension https://patient.info/heart-health/high-blood-pressure-hypertension</p> <p>https://patient.info/heart-health/low-blood-pressure</p> <p>British Heart foundation – facts on hypertension and hypotension https://www.bhf.org.uk/informationsupport/risk-factors/high-blood-pressure</p>
B3 Structure of the respiratory system	Whole class teaching and learning – structure of the respiratory system	https://wordwall.net/en-gb/community/sport/btec-respiratory-system

	<ul style="list-style-type: none"> ○ Using a model lungs or cross section diagram, locate the main components of the respiratory system as per specification. ○ Learners complete a labelled diagram to consolidate knowledge and appreciate the order structures are passed as air passes through the respiratory tract. ○ Add to the diagram a description of each respiratory component. 	
<p>B4 Function of the respiratory system</p>	<p>Whole class teaching and learning – mechanics of breathing</p> <ul style="list-style-type: none"> ○ Lead the students through a simple classroom activity. ○ Place chairs or cones in the shape of the thoracic cavity. ○ Invite some students to stand in this area. ○ The space is small. More students (the oxygen) need to get in the area but there is no space. ○ Using questioning techniques, the students associate the small space with high pressure. ○ For more students to move in there needs to be more space and less pressure. ○ Link this activity to the movement of the thoracic cavity to inspire (take in oxygen) and expire (expel carbon dioxide). ○ Use the bell jar method and videos of breathing mechanics to further emphasise the role of the respiratory muscles and the importance of the change in volume resulting in a change in pressure. <p>Whole class teaching and learning – gaseous exchange in the body</p>	<p>Make a lung activity https://www.youtube.com/watch?v=Wj06mrNliC0</p> <p>BMJ learning – mechanics of breathing https://www.youtube.com/watch?v=N M3PK5qy9uA</p> <p>Footprints science – Breathing animation https://www.footprints-science.co.uk/index.php?type=Breathing</p> <p>Blogs from the www.theeverlearner.com. https://theeverlearner.com/blog/en/the-changing-rooms/understanding-gaseous-exchange-a-guide-for-teachers</p>

	<ul style="list-style-type: none"> ○ Learners need to understand the process of diffusion at the lungs. Use animated videos to bring this to life. ○ Apply the principle of gaseous exchange at the lungs and also at the muscle to show the passage of oxygen into the blood and then into the muscle and carbon dioxide out of the muscle into the blood and then out of the blood into the lungs. 	
B5 Lung volumes and control of breathing	<p>Whole class teaching and learning – lung volumes</p> <ul style="list-style-type: none"> ○ Use a peak flow meter test protocol. In addition, ask learners to blow up a balloon. ○ Interpret a spirometer trace and link the lung volumes to the peak flow test and balloon example ○ Show a spirometer trace during rest and then during exercise – discussing where and why the trace differs. ○ Discuss the role of chemoreceptors detecting the blood pH change to activate neural and chemical control to change the rate and depth of breathing. 	<p>Studocu.com: downloadable resources for applied physiology. https://www.studocu.com/en-gb/document/liverpool-john-moores-university/applied-sport-coaching-pedagogy-3/btec-sport-level-3-revision-guide-respiratory-system/39345076</p>
B6 Cardiorespiratory system responses to exercise	<p>Practical activity – acute cardiorespiratory response to exercise</p> <ul style="list-style-type: none"> ○ Learners record their resting heart rate and breathing rate. ○ Learners also take note of the appearance of their skin – such as colour and moisture. ○ They then think about a taking part in a circuit training session and record their heart rate. ○ Learners take part in a warm up and a 15 minute aerobic exercise based circuit. 	

	<ul style="list-style-type: none">○ On completion of the circuit and whilst starting the cool down, learners record their heart rate and breathing rate and any changes to their skin colouring or moisture.○ Class discussion on changes in heart rate, breathing rate, blood redistribution if visible and sweat production.○ Class discussion on why the cardiorespiratory system responds in this way to acute exercise. <p>Small group activity – chronic cardiorespiratory response to exercise</p> <ul style="list-style-type: none">○ Learners are given one of the following chronic responses of the cardiorespiratory systems to research:<ul style="list-style-type: none">○ cardiac hypertrophy○ increase in stroke volume○ increase in cardiac output○ decrease in resting heart rate○ capillarisation○ increase in blood volume○ reduction in resting blood pressure○ neural and chemical control○ increase vital capacity○ decreased recovery time○ increased VO2 max○ reduced risk of cardiorespiratory-related diseases, e.g. CHD, high blood pressure○ Learners present their research to the rest of the class and respond to Q and A.	
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	<ul style="list-style-type: none"> Learners take notes from other presentations to build a comprehensive overview of the chronic responses of the cardiorespiratory system to aerobic exercise. 	
C1 Structure and function of the digestive system	<p>Whole class teaching and learning – digestive system</p> <ul style="list-style-type: none"> Display a diagram of the digestive system and ask learners to identify the main parts. Discuss the function of the digestives system in digestion Learners could label a diagram of the digestive system and annotate where digestion of proteins, carbohydrates and fats takes place and the locations of the main enzymes that are involved in the process. 	<p>ABPI – Overview of digestion https://www.abpischools.org.uk/topics/diet-and-digestion/what-does-your-body-do-with-the-food-you-eat/</p> <p>Biology Resources – List and resources for different practical activities http://www.biology-resources.com/biology-experiments2.html</p>
C2 Energy systems	<p>Practical activity – The role of Adenosine Triphosphate ATP) and phosphocreatine</p> <ul style="list-style-type: none"> Watch the ATP PCR System bottle tops video. Using bottle tops or cones and relay batons, recreate the video to be able describe the role of ATP breaking into ADP and energy and how phosphocreatine resynthesises 1 ATP. <p>Whole class teaching and learning – lactic acid system and anaerobic glycolysis</p>	<p>ATP PCR System - Active learning to bring this to life. https://youtu.be/ofOSDjQK_Ok</p> <p>PE Budy – resources to support delivery on energy systems Lesson Plan: 3 Energy Systems</p>

	<ul style="list-style-type: none"> ○ Learners perform a repeated physical activity such as squeezing a handgrip or doing press ups. ○ Measure the time it takes for their muscles to fatigue and record how the muscles felt as a result of the build-up of lactic acid. ○ Time how long it takes for the muscles to recover for the person to take part in the exercise again. ○ Discuss the role of the lactic acid system and anaerobic glycolysis producing lactic acid as a byproduct. <p>Paired activity - aerobic energy system and mitochondria</p> <ul style="list-style-type: none"> ○ Learners carry out research and design an infographic that summarises the steps of the aerobic energy system and the role of mitochondria. ○ They can use online tools to create visually appealing infographics. 	
C3 Energy and digestive response to exercise	<p>Whole class teaching and learning – energy continuum</p> <ul style="list-style-type: none"> ○ List a range of exercises and learners review each to consider the energy system/s predominantly used. ○ Leads to a discussion of the aerobic and anaerobic continuum. ○ Create a human continuum placing exercises where they best fit for aerobic and anaerobic contributions and explain your placing using factors such as intensity and duration. ○ Use a labelled continuum diagram to consolidate knowledge <p>Whole class teaching and learning – recovery from exercise</p>	<p>PE Buddy – Energy continuum Learn how Energy System Interplay works (Energy Continuum)</p> <p>ACE – 7 things to know about EPOC What is EPOC? Post-Exercise Calorie Burn Explained ACE Fitness</p>

	<ul style="list-style-type: none"> ○ Consider the recovery time in the exercises discussed in the continuum and introduce EPOC, oxygen deficit and oxygen debt. ○ Review heart rate and breathing responses post exercise to explore recovery post exercise which can be aligned with the typical EPOC diagram. 	<p>Sport science insider – oxygen debt explained Oxygen Debt (E.P.O.C.) & Recovery Explained – Sport Science Insider</p> <p>The ever learner - the key sections of EPOC and oxygen debt www.theeverlearner.com</p>
<p>D1 Nervous system</p>	<p>Whole class teaching and learning – nervous system</p> <ul style="list-style-type: none"> ○ Learners are given materials e.g. pipe cleaners, play dough; to construct a model of a neuron. ○ Each part of the neuron (axon, dendrites, cell body, and synapses) should be labelled. ○ This will help learners to visualise and understand the structure of a neuron <p>Small class activity – the all or none law</p> <ul style="list-style-type: none"> ○ Learners take part in a role-playing game where they act as different parts of the nervous system. ○ One learners will be the stimulus, another the neuron, and others will be different body parts. ○ The "neuron" learner will demonstrate the all or none response by either fully reacting or not reacting at all to the "stimulus" from the other learners actions. <p>Small group teaching and learning – PNF stretching</p>	<p>BBC Bitesize: overview of the nervous system https://www.tutor2u.net/psychology/topics/nervous-system</p>

	<ul style="list-style-type: none"> ○ Begin with a brief introduction to PNF stretching and the stretch reflex. ○ Divide the learners into pairs. ○ Demonstrate a basic PNF stretch, such as the hamstring stretch, highlighting the isometric contract and relax technique. ○ Have each pair practise the stretch, with one learners performing the stretch and the other providing resistance and support. ○ Rotate roles after a set time, so both students experience the stretch and the resistance provider role. ○ Conclude with a group discussion on their experience and observations about how this process helps to inhibit the stretch reflex during the activity. 	
D2 Endocrine system	<ul style="list-style-type: none"> ○ <p>Small group activity – the endocrine system</p> <ul style="list-style-type: none"> ○ Provide an outline of a human body (this could be A4 or life-sized) learners can then draw and label the endocrine glands in the correct parts of the body including: <ul style="list-style-type: none"> ○ hypothalamus ○ pituitary gland ○ thyroid gland ○ pancreas ○ ovaries ○ testes <p>Whole class teaching and learning – Hormones</p> <ul style="list-style-type: none"> ○ Learners to create a fact file about a hormone. ○ They should include: 	<p>https://www.tutor2u.net/psychology/topics/endocrine-system</p> <p>Bitesize content on the key parts of the endocrine system</p> <p>YouTube – Video introduction to the endocrine system</p> <p>https://www.youtube.com/watch?v=PvuHB9XYENQ</p> <p>Cleveland clinic – Anatomy and physiology of the endocrine system</p>

	<ul style="list-style-type: none"> ○ Hormone Name ○ The gland or organ where the hormone is produced ○ Secretion and Regulation: ○ Target Cells/Organs: ○ Mechanism of Action: ○ Effects ○ Disorders or conditions associated with excess or deficiency of the hormone. <p>Guest Speaker- Diabetes</p> <ul style="list-style-type: none"> ○ Prepare questions for a guest speaker to include: <ul style="list-style-type: none"> ○ the importance of a balanced diet for managing diabetes. ○ how physical activity affects blood sugar levels ○ how different types of activities impact glucose levels. 	<p>https://my.clevelandclinic.org/health/body/21201-endocrine-system</p> <p>John Hopkins medicine – Anatomy of the endocrine system</p> <p>https://www.hopkinsmedicine.org/health/wellness-and-prevention/anatomy-of-the-endocrine-system</p>
<p>D3 / D4 Nervous and endocrine response to exercise and in special populations</p>	<p>Small group activity – case study research</p> <ul style="list-style-type: none"> ○ Learners are given one of the following, adult, older adult or adolescent. ○ Each group has to research how the nervous and endocrine systems respond to chronic exercise ○ Present this in a format of choice ○ Learners present their research to the rest of the class. ○ Extend the case study to present how response differs for in adolescents 	

<p>E1 Planes of movement</p>	<p>Whole class teaching and learning – Planes of movement</p> <ul style="list-style-type: none"> ○ Use playdoh and create a human body. Alternatively, provide each learner with three jelly babies. ○ Using a small piece of card, divide the playdoh/jelly baby into frontal plane (f for frontal and f for front and back), sagittal plane (s for sagittal and s for side and side) and transverse plane (t for transverse and t for top and bottom). ○ In each case the learner moves the playdoh/jelly baby in the direction of the card and considers examples of sporting or exercise movement. ○ Piece of card is then placed in-between hands to complete ‘show me Plane’ retrieval task. ○ Capture images of their creations to consolidate descriptions and examples of movements. 	<p>You tube – planes of movement https://www.youtube.com/watch?v=PbckswltXyc</p> <p>Youtube – using jelly babies to show planes of movement Planes and Axes of Movement GCSE PE The Jelly Baby lesson</p>
<p>E2 Anatomical terms</p>	<p>Whole class teaching and learning – anatomical terms</p> <ul style="list-style-type: none"> ○ Using large scale paper, draw around an individual to provide a life size outline of the human body. ○ Use post it notes to plot examples of anatomical terms. ○ For example, the quadriceps are towards the front of the body (anterior) and the hamstrings are towards the back of the body (posterior). ○ Use a labelled diagrams from resource to consolidate knowledge. 	<p>Goconqr – Anatomical terms https://www.goconqr.com/en/slide/8788797/anatomical-positions-terms-and-references</p>
<p>E3 The effect of exercise variations on</p>	<p>Small group activity – the effect of the base of support on balance</p> <ul style="list-style-type: none"> ○ Create a circuit of balance challenges e.g. standing on one foot, performing a headstand, walking on a line, balancing on a beam. 	

biomechanics and kinesiology	<ul style="list-style-type: none"> ○ Learners attempt each activity and note how their balance is affected by the size and position of their base of support. ○ Discuss how a larger base of support generally provides better stability. <p>Paired activity – affect of momentum on exercise</p> <ul style="list-style-type: none"> ○ Learners use dumbbells or barbells to perform exercises e.g. bicep curls and squats. ○ They will complete the exercise at different speeds and compare the effort required when moving slowly versus quickly. ○ Class discussion on how momentum affects the difficulty and effectiveness of the exercise.. 	
E4 Exercising in excessive heat	<p>Individual activity – case study research</p> <ul style="list-style-type: none"> ○ For an allocated sport/activity/event where the exercise has taken place in the heat/cold, research methods of heat loss / reducing heat loss in the body ○ Present these methods along with response and adaptations. <p>Whole class activity - methods of heat loss</p> <ul style="list-style-type: none"> ○ Produce a circuit activity where learners work in small groups and spend time at each station looking at different methods of heat loss: <ul style="list-style-type: none"> • fans to replicate convection • Warm and cold water to replicate conduction • heat lamp for radiation • placing drops of water on the skin for evaporation. ○ Class discussion: How do different weather types affect heat loss and heat gain, e.g., windy, humid, hot or rainy? 	

	<ul style="list-style-type: none"> ○ Lead into a discussion on the ideal climate for different types of exercise/personal training sessions. 	
E5 Exercising in excessive cold	<p>Whole class teaching and learning - reducing heat loss</p> <ul style="list-style-type: none"> ○ Tutor presentation on the methods of reducing heat loss and the effects of extreme cold on the body during exercise ○ Learners can work in pairs to create a poster to illustrate the responses of the body to reduce heat loss. ○ Class discussion on effects of extreme cold on the body to include coverage of signs and symptoms of hypothermia and frostbite 	

Delivering signposted transferable skills

There are no transferable skills signposted in this unit.

Resources

This section has been created to provide a range of links and resources that are publicly available that you might find helpful in supporting your teaching and delivery of this unit in the qualification. We leave it to you, as a professional educator, to decide if any of these resources are right for you and your students, and how best to use them.

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

Websites

Assist.asta.edu.au - Instructions for performing a heart dissection. assist.asta.edu.au

ABPI - Overview of digestion. www.abpischools.org.uk

BBC Bitesize - Bones and vertebral column. www.bbc.co.uk

BBC Bitesize - Structure and function of blood vessels. www.bbc.co.uk

Biology Resources - List and resources for different practical activities. www.biology-resources.com

British Heart Foundation - Facts on hypertension and hypotension. www.bhf.org.uk

Cleveland Clinic - Anatomy and physiology of the endocrine system. my.clevelandclinic.org

Goconqr - Anatomical terms. www.goconqr.com

Innerbody.com - Interactive 3D anatomy model of the skeletal system. www.innerbody.com

John Hopkins Medicine - Anatomy of the endocrine system. www.hopkinsmedicine.org

Muscle in Motion - Provides visual representation of the muscles required in a variety of movements. www.youtube.com

Physiopedia - Information on muscle fiber types. www.physio-pedia.com

Science Learning Hub - Interactive platform to label a heart. www.sciencelearn.org.nz

Tutor2u - Bitesize content on the key parts of the endocrine system. www.tutor2u.net

Tutor2u - Bitesize: Overview of the nervous system. www.tutor2u.net

Visible Body - Visuals and information on types of bones. www.visiblebody.com

Wordwall.net - BTEC respiratory system activity. www.wordwall.net

YouTube - Video introduction to the endocrine system. www.youtube.com

YouTube - Antagonistic muscle pairs. www.youtube.com

YouTube - Bone remodeling and repair. www.youtube.com

YouTube - Bone remodelling and repair. www.youtube.com

YouTube - Cardiac cycle sequence. www.youtube.com

YouTube - Demonstrating how to measure blood pressure electronically.
www.youtube.com

YouTube - Jelly baby lesson on planes of movement. www.youtube.com

YouTube - Planes and axes of movement. www.youtube.com

YouTube - Quick video of the major bones and bone anatomy. www.youtube.com

YouTube - Sliding filament theory. www.youtube.com

YouTube - The sequence of the cardiac cycle. www.youtube.com

Unit 6: Exercise Requirements and Contraindications for Specific Populations

Unit overview

Unit 6: Exercise Requirements and Contraindications for Specific Populations	
Assessment type: Internal	
Learning Aim	Topics
A Explore exercise requirements and contraindications for ante and post-natal females	A1 Contraindications for ante-natal females A2 Exercise requirements for ante-natal females A3 Contraindications for post-natal females A4 Exercise requirements for post-natal females
B Explore exercise requirements and contraindications for older adults	B1 Effects of ageing B2 Contraindications for the older adult B3 Exercise requirements for the older adult
C Explore exercise requirements and contraindications for adolescents	C1 Contraindications for adolescent exercise C2 Adolescent exercise requirements
D Explore exercise requirements and contraindications for people with disabilities	D1 Types of disability D2 Exercise requirements and contraindications for people with disabilities
<p>Assessment overview</p> <p>This unit is Internal assessed through an Authorised Assessment Brief (AAB). The AABs are there to provide an example of what the assessment could look like in terms of the feel, level of demand and integration of mandated evidence required of the assessment. Centres can use the AAB as provided by Pearson. Alternatively, centres may amend the AAB or create their own assignment if they are confident it enables learners to provide suitable and sufficient evidence to meet the stated standard of the assessment criteria and achieve the learning outcomes.</p> <p>A copy of each of these assessments can be downloaded from the qualification page on our website.</p>	

Common misconceptions

Below are some common misconceptions related to the content of this unit by students and ideas for how you can help your learners to avoid and overcome these.

What is the misconception?	How to help learners overcome it
Exercise is universally beneficial without exceptions, learners may believe that all forms of exercise are suitable for everyone, regardless of individual health conditions or circumstances.	Emphasise the importance of tailoring exercise programs to individual needs, considering factors such as age, health status, and specific conditions. Present scenarios involving individuals with various health conditions. Have learners identify appropriate and inappropriate exercises, fostering critical thinking about personalised exercise prescriptions

Learning Activities and Resources

This section offers a starting point for delivering the unit by outlining a logical sequence through the unit topics and suggesting practical activities and teacher guidance for covering the main areas of content during guided learning time. Transferable skills are integrated into various activities, with those embedded in a unit indicated by an acronym in square brackets. The acronym combines the letters from the broad skill area and the specific transferable skill, e.g., [IS-WC].

Please note that the activities provided below are suggestions and not mandatory.

Learning Topic	Activities and guidance for unit content delivery	Resources
<p>A1</p> <p>Contraindications for Ante-Natal Females</p>	<p>Whole Class Teaching and Learning – Introduction to exercise contraindications during pregnancy</p> <ul style="list-style-type: none"> • Overview of Contraindications, begin with a comprehensive discussion on the specific exercises and conditions that ante-natal females should avoid. • Highlight the importance of understanding these contraindications to ensure the safety and well-being of both the mother and the developing fetus. • Explain the physiological changes that occur during pregnancy, such as increased joint laxity, changes in the centre of gravity, and cardiovascular adaptations. • Discuss how these changes influence exercise choices and the necessity for modified physical activity. • Educate learners on the symptoms that should prompt immediate cessation of exercise, including dizziness, faintness, nausea, vaginal bleeding, abdominal pain, and 	<p>American College of Obstetricians and Gynecologists (ACOG): Provides comprehensive guidelines on physical activity during pregnancy, including contraindications and recommended practices. ACOG</p> <p>National Health Service (NHS): Offers information on exercise during pregnancy, outlining safe practices and activities to avoid. NHS</p> <p>Tommy's: A UK-based charity providing resources on pregnancy health, including advice on physical activity and recognising warning signs during exercise. Tommys</p> <p>BabyCenter: Offers articles on exercises to avoid during pregnancy</p>

	<p>shortness of breath. Emphasise the importance of prompt response to these signs to prevent potential complications.</p> <p>Individual Activity – Research and key takeaways</p> <ul style="list-style-type: none"> • Assign learners to research current guidelines and recommendations for exercise during pregnancy from reputable sources such as the American College of Obstetricians and Gynecologists (ACOG) and the National Health Service (NHS). • Learners write a piece on the importance of adhering to these guidelines, considering the potential risks of non-compliance and the benefits of safe exercise practices during pregnancy. <p>Small Group Activity – Case Study Analysis</p> <ul style="list-style-type: none"> • Divide learners into small groups and provide each group with a case study of a pregnant individual at a specific stage of pregnancy. Include details about her health status, fitness level, and any symptoms experienced. • Instruct each group to identify potential contraindications present in the case study. • They should analyse the individual's exercise routine and pinpoint activities or conditions that may pose risks. • Each group presents their findings to the class, explaining the contraindications identified and suggesting modifications or precautions. • Facilitate a class discussion to compare different scenarios and reinforce understanding of contraindications. 	<p>and symptoms of overexertion. BabyCenter</p>
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<p>A2 Exercise Requirements for Ante-Natal Females</p>	<p>Whole Class Teaching and Learning – Practical application of exercise guidelines</p> <ul style="list-style-type: none"> • Begin with a comprehensive discussion supported by audio-visual on the exercise requirements for ante-natal females, such as the need for low-impact activity, session duration of no more than 45 minutes, hydration, calorie intake, and monitoring intensity. • Highlight the importance of gradual progression for beginners starting with 15 minutes of continuous aerobic activity. • Showcase safe low-impact exercises and commentary such as brisk walking, stationary cycling, and swimming. • Explain monitoring techniques, such as using a heart rate monitor and applying the talk test to ensure appropriate exercise intensity. • Organise learners into groups to design and lead a 15-minute low-impact exercise session. • Groups focus on incorporating hydration breaks, monitoring intensity, and aligning activities with safety requirements for ante-natal clients. <p>Individual Activity – Monitoring exercise intensity</p> <ul style="list-style-type: none"> • Provide learners with heart rate monitors and introduce them to target heart rate zones for ante-natal clients. • Demonstrate the talk test as a practical tool to gauge safe exercise intensity. • Assign learners a 15-minute low-impact exercise session, during which they monitor their heart rate and apply the talk test. • Learners document observations, noting any variations in exertion levels. 	<p>NHS - Exercise in Pregnancy: Practical Guidelines: Provides comprehensive information on safe exercise practices during pregnancy. NHS</p> <p>American College of Obstetricians and Gynecologists (ACOG) – Recommendations for Physical Activity During Pregnancy: Offers detailed guidelines on the benefits and safety of physical activity during pregnancy, addressing common concerns and providing evidence-based advice for expectant mothers. ACOG</p> <p>Royal College of Obstetricians and Gynaecologists (RCOG) – Recreational Exercise and Pregnancy Safety: Discusses the safety of engaging in recreational exercise during pregnancy. RCOG</p>
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	<ul style="list-style-type: none"> Learners summarise their experience, detailing how monitoring tools help ensure safe intensity levels for ante-natal clients. Encourage sharing insights with peers to foster collaborative learning. 	
<p>A3 Contraindications for post-natal females</p>	<p>Whole Class Teaching and Learning – Introduction to post-natal exercise contraindications</p> <ul style="list-style-type: none"> Begin with a comprehensive discussion on specific exercises and conditions that post-natal females should avoid. Emphasise the importance of understanding these contraindications to ensure the safety and well-being of both the mother and the infant. Explain the physiological changes that occur after childbirth, such as weakened pelvic floor muscles, joint instability, and hormonal fluctuations. Discuss how these changes influence exercise choices and the necessity for modified physical activity. Educate learners on symptoms that should prompt immediate cessation of exercise, including dizziness, faintness, nausea, vaginal bleeding, abdominal pain, and shortness of breath. Emphasise the importance of prompt response to these signs to prevent potential complications. <p>Peer Teaching Activity – Research and presentation</p> <ul style="list-style-type: none"> Assign pairs to research current guidelines and recommendations for post-natal exercise from reputable sources such as the Royal College of Obstetricians and Gynaecologists (RCOG) and the National Health Service (NHS). Each pair creates a brief presentation or infographic summarising key contraindications and safe exercise practices for post-natal females. 	<p>Royal College of Obstetricians and Gynaecologists (RCOG): Provides comprehensive guidelines on physical activity after childbirth, including contraindications and recommended practices. RCOG</p> <p>Physiopedia: Contains articles on current guidelines and recommendations for post-natal exercise. Physiopedia</p> <p>Chartered Society of Physiotherapy (CSP): Provides resources on post-natal running guidance and its alignment with government advice. CSP</p>

	<ul style="list-style-type: none"> • Pairs present their educational material to the class, fostering a collaborative learning environment. <p>Paired Activity – Case study analysis</p> <ul style="list-style-type: none"> • Divide learners into pairs and provide each pair with a case study of a post-natal individual at a specific stage of recovery. Include details about her health status, type of delivery, and any symptoms experienced. • Instruct each pair to identify potential contraindications present in the case study. They should analyse the individual's exercise routine and pinpoint activities or conditions that may pose risks. • Each pair presents their findings to the class, explaining the contraindications identified and suggesting modifications or precautions. Facilitate a class discussion to compare different scenarios and reinforce understanding of contraindications. 	
<p>A4 Exercise Requirements for Post-Natal Females</p>	<p>Whole Class Teaching and Learning – Practical application of post-natal exercise Requirements</p> <ul style="list-style-type: none"> • Begin with a comprehensive discussion on the specific exercise requirements for post-natal females, emphasising the importance of re-educating posture and joint alignment, addressing muscle imbalances, enhancing stability and motor skills, and recruiting the transversus abdominis and pelvic floor muscles before progressing to more vigorous exercises. • Create a circuit of activities that improve stability and motor skills, such as balance exercises, coordination drills, and agility tasks. • Explain the significance of each exercise in promoting recovery and preparing the body for more intense physical activity. 	<p>NHS - Exercise After Pregnancy: Provides practical guidelines on post-natal exercise, including safe practices and activities to avoid. NHS</p> <p>American College of Obstetricians and Gynecologists (ACOG) - Physical Activity and Exercise During Pregnancy and the Postpartum Period: Offers comprehensive recommendations for physical activity during the postpartum period. ACOG</p>

	<ul style="list-style-type: none"> • Ensure each station targets different aspects of stability and coordination. • Have students complete the circuit in small groups, encouraging them to focus on controlled movements and balance. • End with a reflection session where students share insights on their progress and areas for improvement. <p>Paired Activity – Monitoring exercise progression</p> <ul style="list-style-type: none"> • Provide learners with assessment tools to evaluate a post-natal client's readiness to progress to more intense exercise and high impact exercises. This includes checking for proper posture, balanced muscle strength, stability, and effective activation of the transversus abdominis and pelvic floor muscles. • Assign learners to conduct a mock assessment on a peer or case study, documenting findings related to posture, muscle balance, stability, and core activation. • Learners summarise their assessment experience, detailing the importance of each component in ensuring safe progression to more intense exercises for post-natal clients. 	
<p>B1 Effects of Ageing</p>	<p>Whole Class Teaching and Learning – Introduction to the effects of ageing</p> <ul style="list-style-type: none"> • Use audio-visual to introduce stereotypes of older people as a hook to begin a comprehensive discussion on how ageing is a natural process characterised by progressive declines in physiological and psychological functions, impacting fitness and safety during exercise. 	<p>National Institute on Aging (NIA): Provides comprehensive information on health and wellness for older adults, including the effects of ageing on various body systems. University of Manchester</p> <p>World Health Organization (WHO): Offers resources on ageing and</p>

	<ul style="list-style-type: none"> • Emphasise that ageing is not a disease but involves changes that can lead to increased frailty and reduced ability to respond to stress and disease. • Explain that around the age of 50, individuals may experience declines in: <ul style="list-style-type: none"> ○ Muscular Strength: Reduction in muscle fibre size and number, leading to decreased strength. ○ Power: Diminished fast-twitch muscle fibres, resulting in reduced power and speed. ○ Bone Density: Thinning and increased brittleness of bones, raising fracture risk. ○ Aerobic Endurance: Decreased capillary density, vessel elasticity, and oxygen uptake/utilisation, along with a reduced maximal heart rate. ○ Balance and Coordination: Less sensory input and postural stability, increasing fall risk. ○ Flexibility and Mobility: Stiffer joints and reduced range of motion, affect daily activities. ○ Motor Learning: Slower acquisition of new motor skills. ○ Sensory Acuity: Declines in vision and hearing capabilities. ○ Memory: Challenges with short-term memory retention. • Discuss how the decline in fitness of a person at any age depends on factors such as the rate of ageing, health status, sex, lifestyle behaviours, and socio-economic influences. <p>Paired Activity – Experiencing the ageing process</p> <ul style="list-style-type: none"> • Students engage in a role-playing activity where they simulate age-related physical changes, such as reduced mobility or vision impairment. 	<p>health, including guidelines on physical activity for older adults (WHO)</p> <p>British Heart Foundation: Provides information on how ageing affects the heart and circulatory system, with tips on maintaining heart health through physical activity. (BHF)</p>
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- Using props like weighted vests or vision-altering goggles, they will perform exercises or everyday tasks and reflect on the experience.
- This will build empathy and understanding of the challenges faced by older adults.

Small Group Activity – Case study analysis

- Divide learners into small groups and provide each group with a case study of an older adult at a specific age, detailing their health status, lifestyle, and physical capabilities.
- Instruct each group to identify potential age-related physiological and psychological changes present in the case study.
- They should analyse how these changes might impact the individual's ability to engage in physical activity safely.
- Each group presents their findings to the class, explaining the identified age-related changes and suggesting appropriate exercise modifications or precautions.
- Facilitate a class discussion to compare different scenarios and reinforce understanding of the effects of ageing.

Individual Activity – Research, key points and check learning

- Assign learners to research current studies and guidelines on the effects of ageing on physical and psychological functions. Encourage the use of reputable sources such as the National Institute on Aging and the World Health Organization.
- Learners write a reflective piece on the importance of understanding the effects of ageing when designing exercise

	<p>programs for older adults, considering the potential risks and benefits.</p> <ul style="list-style-type: none"> Learners then complete a check of learning, this may be through a Google form or Kahoot for example. 	
<p>B2 Contraindications for the older adult</p> <p>B3 Exercise requirements for the older adult</p>	<p>Whole Class Teaching and Learning – Integrating contraindications and exercise requirements</p> <ul style="list-style-type: none"> Explain the unique exercise needs of older adults, including the necessity for longer and more gradual warm-ups and cool-downs (approximately 15 minutes each), the use of the talk test and Rate of Perceived Exertion (RPE) scale to monitor intensity, and the importance of continual checks for correct technique to prevent injuries. Demonstrate and lead appropriate warm-up and cool-down routines with commentary tailored for older adults, highlighting the gradual progression and attention to joint mobility and muscle activation. Discussion and demonstrations of contraindicated exercises for older adults with explanations as to why they are contraindicated. <p>Small Group Activity – Designing safe exercise programs</p> <ul style="list-style-type: none"> Divide learners into small groups and provide each group with a profile of an older adult client, including age, fitness level, and any health considerations. They should adapt a selection of exercises for their older adult and consider using resistance bands, chairs, and other assistive equipment. Each group demonstrates their adaptations to the class and provide feedback to one another. 	<p>NHS – Physical Activity Guidelines for Older Adults: Provides comprehensive guidelines on safe exercise practices for older adults, including recommended activity levels and precautions. NHS</p> <p>Age UK – Staying Active in Later Life: Offers practical advice and resources to help older adults maintain physical activity safely. Age UK</p>

	<ul style="list-style-type: none"> Facilitate a peer review session where other groups provide constructive feedback, fostering collaborative learning and critical thinking. 	
<p>C1 Contraindications for Adolescent Exercise</p>	<p>Guest speaker – Introduction to adolescent exercise and contraindications</p> <ul style="list-style-type: none"> Invite a guest speaker in who is qualified to deliver exercise training to adolescents. Ask them to cover key areas of content including <ul style="list-style-type: none"> avoiding resistance training to the point of momentary muscular fatigue the risks associated with flexibility training during growth spurts the potential hazards of using adult-sized equipment that cannot be properly adjusted for adolescents. Discuss types of exercises and equipment that are appropriate for adolescents. Q and A around other aspects of working with adolescents in the health and fitness industry such as DBS checks. <p>Small Group Activity – Case study analysis</p> <ul style="list-style-type: none"> Divide learners into small groups and provide each group with a case study of an adolescent engaging in a specific exercise regimen. Include details about their age, physical development stage, and the type of equipment available. Instruct each group to identify potential contraindications present in the case study. They should analyse the exercise routine and pinpoint activities or equipment use that may pose risks to the adolescent. 	<p>NHS – Physical Activity Guidelines for Children and Young People: Provides comprehensive information on recommended activity levels and safe exercise practices for adolescents. NHS</p> <p>Youth Sport Trust: Provides information and programs aimed at promoting physical activity and sports participation among young people. YST</p>

	<ul style="list-style-type: none"> • Each group presents their findings to the class, explaining the contraindications identified and suggesting modifications or precautions. • Facilitate a class discussion to compare different scenarios and reinforce understanding of contraindications in adolescent exercise. 	
<p>C2 Adolescent Exercise Requirements</p>	<p>Whole Class Teaching and Learning – Introduction to adolescent exercise requirements</p> <ul style="list-style-type: none"> • Begin with a sharing of a journal article that captures the agreed requirements as a hook for a comprehensive discussion on the specific exercise needs of adolescents, emphasising the importance of considering psychological safety, individual developmental age, and appropriate exercise intensity. • Discuss the need for adaptations in flexibility training during growth spurts, ensuring stretching is performed to the point of 'mild tension' to prevent injury. • Emphasize the importance of ensuring that muscular strength and endurance programs are supervised to benefit overall growth and development. <p>Paired Activity – Designing an adolescent exercise program</p> <ul style="list-style-type: none"> • Pair learners and provide each pair with a profile of an adolescent, including age, developmental stage, types of sport or physical activity they regularly take part in and any relevant psychological or social considerations. • Instruct each pair to design a safe and effective exercise program tailored to their assigned adolescent, incorporating appropriate flexibility training adaptations, selecting suitable exercises that promote muscle balance and joint stability, and determining appropriate intensity levels using heart rate charts and the Rate of Perceived Exertion (RPE) scale. 	<p>ACSM: physical activity guidelines, It offers evidence-based recommendations to promote health and well-being among youth. American College of Sports Medicine</p> <p>Youth Sport Trust: Provides information and programs aimed at promoting physical activity and sports participation among young people. YST</p>

	<ul style="list-style-type: none"> • Each pair presents their program to another pair, explaining their exercise choices and modifications. • Facilitate a peer review session where pairs provide constructive feedback, fostering collaborative learning and critical thinking. <p>Individual Activity – Monitoring and adjusting exercise intensity</p> <ul style="list-style-type: none"> • Assign learners to participate in a supervised exercise session where they practice using heart rate charts and the RPE scale to monitor and adjust exercise intensity for adolescents. • After the session, learners write a reflective piece on their experience, discussing the effectiveness of these monitoring tools and the importance of adjusting exercise intensity to accommodate the needs of adolescents. 	
<p>D1 Types of Disability</p>	<p>Whole Class Teaching and Learning – Introduction to types of disability</p> <ul style="list-style-type: none"> • Begin with a carousel activity for learners to move around tables with examples and details on the various types of disabilities including: <ul style="list-style-type: none"> ○ visual impairments (partially sighted, blindness) ○ hearing impairments ○ physical impairments ○ progressive disorders (e.g., multiple sclerosis) ○ asymmetric weakness (e.g., stroke, cerebral palsy) ○ sensory nerve damage ○ wheelchair use ○ mental health conditions ○ learning differences/difficulties ○ neurodiversity with co-occurring difficulties. 	<p>Disability Rights UK - The Equality Act and Disabled People: Provides comprehensive information on the Equality Act 2010 and its implications for individuals with disabilities. Disability Rights UK</p> <p>Scope - Disability Discrimination and the Law: Offers resources and guidance on disability rights and protections under UK law. Scope</p>

	<ul style="list-style-type: none"> • Explain current UK legislation related to working with people with disabilities. • Whole class checks on learning to develop the use of language and ensure the use of appropriate and understood terminology; e.g. Kahoot. <p>Paired Activity – Case study analysis</p> <ul style="list-style-type: none"> • Pair learners and provide each pair with a case study of an individual with a specific type of disability. • Include details about their condition, physical capabilities, and any relevant psychological or social considerations. • Instruct each pair to identify the unique considerations and potential challenges associated with the individual's disability concerning participation in exercise and physical activity. • Each pair presents their findings to the class, explaining the identified considerations and suggesting appropriate adaptations or support strategies to facilitate the individual's participation in physical activity. • Facilitate a class discussion to compare different scenarios and reinforce understanding of the diverse needs of individuals with various disabilities. 	
<p>D2 Exercise Requirements and Contraindications for People with Disabilities</p>	<p>Guest Speaker Session – Insights from a disability fitness specialist</p> <ul style="list-style-type: none"> • Invite a qualified fitness professional specialising in adaptive physical activity for individuals with disabilities. • The guest speaker will share practical insights into tailoring exercise programs to meet diverse needs, emphasising the importance of individualised assessments and modifications. • Key Discussion Points: 	<p>Disability Rights UK – Get Active: Provides resources and programs aimed at promoting physical activity among people with disabilities. Disability Rights UK</p> <p>Activity Alliance – Inclusive Activity Programmes: Delivers guidance on creating inclusive physical activity</p>

	<ul style="list-style-type: none"> ○ Individualised Assessments: Highlight the necessity of conducting thorough screenings to identify specific contraindications based on the individual's disability, ensuring safety and effectiveness in exercise programming. ○ Exercise Modifications: Discuss strategies for simplifying exercises, such as reducing intensity and modifying positions, to accommodate various abilities and promote inclusivity. ○ Adaptive Equipment: Introduce examples of adaptive equipment and modalities that can enhance accessibility and participation in physical activities. ● Encourage learners to engage with the guest speaker through a Q&A session, allowing them to explore real-world applications and clarify any uncertainties regarding adaptive exercise practices. <p>Small Group Activity – Developing adaptive exercise plans</p> <ul style="list-style-type: none"> ● Divide learners into small groups and assign each group a case study featuring an individual with a specific disability (e.g., visual impairment, cerebral palsy, multiple sclerosis). Provide detailed information about the individual's health status, physical capabilities, and any identified contraindications. ● Each group will analyse the provided case study to identify potential contraindications and considerations pertinent to the individual's condition. <ul style="list-style-type: none"> ○ Develop a tailored exercise program that includes: <ul style="list-style-type: none"> ▪ Simplified Exercises: Incorporate modifications to reduce intensity and adjust exercise positions as needed. 	<p>opportunities, including training and resources for professionals. Activity Alliance</p>
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	<ul style="list-style-type: none"> ▪ Adaptive Modalities: Select appropriate exercise modalities that align with the individual's abilities and goals. ▪ Safety Measures: Outline precautions and monitoring strategies to ensure the participant's safety during exercise sessions. • Each group will present their adaptive exercise plan to the class, explaining their rationale for chosen modifications and how they address the individual's specific needs. • Facilitate a peer review session where classmates provide constructive feedback, fostering collaborative learning and critical thinking. • Guest Speaker to provide feedback to each group to aid in the development of their practice. 	
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Delivering signposted transferable skills

There are no transferable skills signposted in this unit.

Resources

This section has been created to provide a range of links and resources that are publicly available that you might find helpful in supporting your teaching and delivery of this unit in the qualification. We leave it to you, as a professional educator, to decide if any of these resources are right for you and your students, and how best to use them.

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

Websites

Activity Alliance - Delivers guidance on creating inclusive physical activity opportunities, including training and resources for professionals. www.activityalliance.org.uk

Age UK - Provides practical advice and resources to help older adults maintain physical activity safely. www.ageuk.org.uk

American College of Obstetricians and Gynecologists (ACOG) - Offers detailed guidelines on physical activity during pregnancy and the postpartum period, including contraindications and recommended practices. www.acog.org

BabyCenter - Provides articles on exercises to avoid during pregnancy and symptoms of overexertion. www.babycenter.com

Chartered Society of Physiotherapy (CSP) - Offers resources on postnatal running guidance and its alignment with government advice. www.csp.org.uk

National Health Service (NHS) - Provides extensive resources on exercise during pregnancy and postnatal periods, outlining safe practices and activities to avoid. www.nhs.uk

Physiopedia - Contains articles on current guidelines and recommendations for postnatal exercise. www.physio-pedia.com

Royal College of Obstetricians and Gynaecologists (RCOG) - Discusses the safety of engaging in recreational exercise during pregnancy and offers guidelines for postnatal

physical activity. www.rcog.org.uk

Scope - Provides resources and guidance on disability rights and protections under UK law, including information on disability discrimination and the law. www.scope.org.uk

Tommy's - A UK-based charity offering resources on pregnancy health, including advice on physical activity and recognizing warning signs during exercise. www.tommys.org

Youth Sport Trust - Offers information and programs aimed at promoting physical activity and sports participation among young people. www.youthsporttrust.org

Textbooks

American College of Sports Medicine (ACSM). ACSM's Guidelines for Exercise Testing and Prescription, 11th Edition, Wolters Kluwer, 2021 (ISBN 978-1975150198).

National Academy of Sports Medicine (NASM). NASM Essentials of Personal Fitness Training, 7th Edition, Jones & Bartlett Learning, 2021 (ISBN 978-1284200881)

Unit 7: Circuit Training

Unit overview

Unit 7: Circuit Training	
Assessment type: Internal	
Learning Aim	Topics
A Explore ways to encourage and prepare participants for group exercise circuit training classes	A1 Presentation of a positive image for a group exercise instructor A2 Communication skills for groups A3 Forming effective working relationships with participants
B Investigate ways an exercise instructor can support participants in exercise and physical activity	B1 Dealing effectively with participants' needs B2 Providing ongoing customer service to participants
C Explore benefits and different types of circuit training	C1 Use of circuit training to improve fitness C2 Benefits of circuit training
D Plan group circuit training sessions for different clients	D1 Planning considerations D2 Stations in a circuit D3 Planning a group circuit training class
E participants' performance. Instruct and review a group circuit training class	E1 Instruct a group circuit training class E2 Review group exercise programmes E3 Evaluate own performance
<p>Assessment overview</p> <p>This unit is Internal assessed through an Authorised Assessment Brief (AAB). The AABs are there to provide an example of what the assessment could look like in terms of the feel, level of demand and integration of mandated evidence required of the assessment. Centres can use the AAB as provided by Pearson. Alternatively, centres may amend the AAB or create their own assignment if they are confident it enables learners to provide suitable and sufficient evidence to meet the stated standard of the assessment criteria and achieve the learning outcomes.</p> <p>A copy of each of these assessments can be downloaded from the qualification page on our website.</p>	

Common misconceptions

There are no common misconceptions for this unit.

Learning Activities and Resources

This section offers a starting point for delivering the unit by outlining a logical sequence through the unit topics and suggesting practical activities and teacher guidance for covering the main areas of content during guided learning time. Transferable skills are integrated into various activities, with those embedded in a unit indicated by an acronym in square brackets. The acronym combines the letters from the broad skill area and the specific transferable skill, e.g., [IS-WC].

Please note that the activities provided below are suggestions and not mandatory.

Learning Topic	Activities and guidance for unit content delivery	Resources
<p>A1 Presentation of a positive image for a group exercise instructor</p>	<ul style="list-style-type: none"> • Whole class teaching and learning- Skills, qualities and responsibilities. <ul style="list-style-type: none"> ○ The teacher to begin with a discussion on the importance of professionalism, focusing on attire, confidence, body language, and communication. ○ Allow learners to brainstorm skills, qualities and responsibilities associated with an exercise instructor. ○ Show videos of professional instructors to highlight these traits. • Small group activity- Role Play <ul style="list-style-type: none"> ○ Divide learners into small groups. ○ Assign each learner a role: instructor or participant. Instructors will practice presenting themselves based on the first session meeting, confidently, focusing on posture, eye contact, and tone of voice. ○ The teacher observes each group and gives individual feedback on strengths and areas for improvement. ○ Switch roles so all learners can practice. 	<p>Indeed- Gym instructor qualifications, the difference between a gym instructor and a personal trainer and tips for succeeding in this career. How to become a gym instructor (With qualifications) Indeed.com UK</p> <p>International Sports Sciences Association (ISSA)- communication skills to help improve client results and build trust. 7 Best Communication Tips for Personal Trainers ISSA</p> <p>Insure4 Sport- insurance aspects that need considering as an exercise instructor. Personal Trainer Insurance PT Public Liability Cover Insure4Sport UK</p>

	<ul style="list-style-type: none"> • Whole class teaching and learning- Video analysis and Reflection <ul style="list-style-type: none"> ○ Play video clips of exercise instructors leading group sessions (e.g., YouTube clips or recorded sessions). ○ Pause the video at key moments and ask learners to make a judgement: <ul style="list-style-type: none"> - What made the instructor appear professional? - What could be improved? - What further requirements are needed to of an exercise instructor: - Ask the learners to write a short reflection on how they will apply these qualities when leading their own sessions. 	
<p>A2 Communication skills for groups</p>	<ul style="list-style-type: none"> • Whole class teaching and learning- Types of communication <ul style="list-style-type: none"> ○ Introduce the different types of communication and encourage learners to expand on the types and give specific examples: <ul style="list-style-type: none"> - Verbal (e.g. clear instructions, motivational language, question types, tone of voice). - Non-verbal (gestures, eye contact). - Highlight the importance of adapting communication to suit participant needs. • Small group activity- Practical communication and positioning task <ul style="list-style-type: none"> ○ The teacher to emphasise the importance of communication and positioning when giving 	<p>YouTube- five strategies for success in building good communication habits with your personal training clients with various scenarios. Personal Trainer Communication Skills Say These Things To Your Clients</p> <p>Origym- identifying and improving the vital communication skills that a personal trainer needs. 9 Key Personal Training Communication Skills OriGym</p>

	<p>instructions and demonstrating exercises to their clients.</p> <ul style="list-style-type: none"> ○ Demonstrate positioning techniques, such as the reason for standing at a 45-degree angle for demonstrations (eg hamstring stretch to show a straight back) and moving around the group during activities. ○ Assign learners to work in small groups to practice giving instructions for a simple circuit exercise (e.g., squats, push-ups, jumping jacks). ○ The teacher to encourage students to focus on: <ul style="list-style-type: none"> - Using clear, simple, and positive language. - Demonstrating the exercise effectively. - Maintaining eye contact and energy. - Positioning for visibility during the demonstrations. - Moving around the group to monitor participants' form and engagement. - Rotate roles so each learner practices leading and observing. - After each practice, peers provide feedback using a provided evaluation checklist. <ul style="list-style-type: none"> ● Paired activity- Being an active listener role play <ul style="list-style-type: none"> ○ The teacher to discuss the characteristics of active listening and explain how active listening and interpreting verbal and non-verbal communication can help identify participants' concerns and improve engagement. 	<p>PT Institute- information for prospective exercise instructors and PT's. LO2 of Unit 6 - Instructing and supervising gym-based exercise programmes - PT Institute (https://ptinstitute.co.uk/all-courses/level-2-certificate-in-fitness-instructing-feb-2021/lessons/unit-6-instructing-and-supervising-gym-based-exercise-programmes/topic/lo2-of-unit-6-instructing-and-supervising-gym-based-exercise-programmes/)</p> <p>Educate Fitness- how effective communication serves as the foundation for meaningful connections with your clients. Personal Trainer Communication Skills: Enhancing Client Relationships and Success</p> <p>American Fitness Professionals and Associates (AFPA)- verbal, nonverbal, and written communication techniques for exercise instructors. 4 Powerful Communication Techniques Fitness Professionals Need to Master</p>
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	<ul style="list-style-type: none"> ○ In pairs, one learner acts as the participant, voicing a concern or preference (e.g., "I'm struggling with this exercise,"). ○ The other student practices active listening by: <ul style="list-style-type: none"> - Restating the concern and ask follow-up questions (e.g., "Can you tell me more about what you find challenging?"). - Offering a supportive response (e.g., "Let's adjust the exercise to make it more comfortable for you"). ○ Switch roles after 5 minutes. ○ Extension task: discuss how learners could adapt their communication to suit participants with diverse needs (e.g., disabilities, age). ○ Provide feedback to each other with the teacher monitoring feedback around the class which could stimulate whole class discussions. 	
<p>A3 Forming effective working relationships with participants</p>	<ul style="list-style-type: none"> • Whole class teaching and learning- Confidentiality and Data Protection <ul style="list-style-type: none"> ○ Teacher to lead the lesson that explains the laws surrounding confidentiality and data protection of personal data. ○ Learners should understand what GDPR is and how to implement this to their business. 	<p>The Academy of Fitness Professionals- how you can ensure clients will work with you once they trust and feel comfortable, and how to accomplish this.</p> <p>How to Successfully Develop Effective Client Relationships</p> <p>CIMSPA – CIMSPA code of conduct for sport and fitness professionals.</p> <p>CIMSPA member code of conduct - find out more CIMSPA</p>

	<ul style="list-style-type: none"> • Small group activity: Policy Exploration <ul style="list-style-type: none"> ○ Provide examples of policies and procedures from council leisure centres, private gyms, or fitness organisations. ○ Prepare case study scenarios where equality and diversity issues arise (e.g., A participant from a minority ethnic group reports feeling judged by others in the class) ○ Divide students into small groups (3–4 students per group) and assign each group one case study and a policy example to review. ○ Each group must: <ul style="list-style-type: none"> - Identify the equality and diversity issue in the case study. - Explain how the policies or CIMSPAs code of conduct could be applied to resolve the issue. - Suggest practical actions the instructor should take to ensure fairness and inclusivity. ○ The teacher to move between groups to prompt discussion and clarify policies if needed. 	<p>PT Institute- the legislation and guidelines associated with data protection of clients and GDPR.</p> <p>LO5 of Unit 2 - Legislation, guidelines, and organisational procedures - PT Institute (https://ptinstitute.co.uk/all-courses/level-2-certificate-in-fitness-instructing-feb-2021/lessons/unit-2-maximising-the-customer-experience-in-a-gym-environment/topic/lo5-of-unit-2-legislation-guidelines-and-organisational-procedures/)</p>
<p>B1 Dealing effectively with participants' needs</p>	<ul style="list-style-type: none"> • Whole class teaching and learning- Types of information required <ul style="list-style-type: none"> ○ The teacher to explain the types of information exercise instructors need to gather from participants (e.g., personal goal, lifestyle factors, medical history etc.). ○ Discuss the importance of a PARQ with an example to show the learners. 	<p>PT Institute- information on procedures during the screening phase of a new client.</p> <p>LO2 of Unit 4 - Understand pre-exercise health screening methods - PT Institute (https://ptinstitute.co.uk/all-courses/level-2-certificate-in-fitness-instructing-feb-2021/lessons/unit-4-conducting-client-consultation-and-gym-inductions/topic/lo2-</p>

	<ul style="list-style-type: none"> • Small group activity- Types of participants <ul style="list-style-type: none"> ○ Divide learners into small groups and provide each group with a Participant Profile Card that includes a fictional participant (e.g., a busy professional with time barriers, a participant recovering from an injury, or a new mother with physical limitations). ○ Each group must: <ul style="list-style-type: none"> ○ Identify the information they need to collect from the participant. ○ Decide which tools they would use to gather this information (e.g., Q&A, lifestyle questionnaires). ○ Write 5 example questions they would ask to gather relevant data. ○ Each group presents their findings to the class. ○ The teacher to facilitate discussion by asking questions (e.g., “What would happen if you overlooked certain needs, like medical history?”) • Individual activity- Responding to participants request <ul style="list-style-type: none"> ○ Teacher to explain the importance of responding to participant requests respectfully and professionally (e.g., when a participant requesting alternative exercises). ○ Provide each learner with a participant request card (e.g., “I have lower back pain and cannot do squats”). ○ The learner must write down how they would respond professionally, adhering to the following: 	<p>of-unit-4-understand-pre-exercise-health-screening-methods/)</p> <p>Physical Activity Australia an example of a health screening questionnaire. Pre-Exercise-Screening-Form.pdf</p> <p>Origym- how and when personal trainers should refer clients to another professional, with some scenarios. Referring Clients To Another Professional As A PT OriGym</p> <p>Origym- how to outline the training goals. SMART Fitness Goals: The Ultimate Guide OriGym</p> <p>PT Institute- how to set goals for a variety of participants. LO1 of Unit 5 - How to plan and tailor safe and effective gym-based exercise programmes for a range of clients - PT Institute</p>
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	<ul style="list-style-type: none"> ○ Acknowledge the concern and provide a suitable solution (e.g., exercise modification) and ensure responses align with ethical procedures. ○ Learners to present to the class for reflection and further discussion. <ul style="list-style-type: none"> ● Whole class teaching and learning- Matching Participant Objectives to Fitness Solutions <ul style="list-style-type: none"> ○ Teacher to outline common participant objectives (e.g., improving an aspect of physical fitness, improving sports-specific skills etc). ○ The teacher then provides the learners with a list of participant objectives and a bank of exercises or solutions. ○ Learners then must match objectives to suitable exercises (e.g., improving flexibility → yoga-based stretches) and explain why their choices align with the objectives. 	
<p>B2 Providing ongoing customer service to participants</p>	<ul style="list-style-type: none"> ● Individual activity- Customer Service <ul style="list-style-type: none"> ○ Learners research the following: <ul style="list-style-type: none"> ○ The role of customer service in participant retention and motivation. ○ The most common issues businesses face with regards to poor customer service. ○ From the above, learners are to research and gather appropriate techniques to ensure positive experiences and promote loyalty from the customers. ○ Once the learners have the required information, they are to pair up with 	<p>Exercise- ideas on how to maintain exceptional fitness club customer service that is crucial for success. How to Improve Gym Customer Service (Step-by-Step Guide) Exercise.com</p> <p>YouTube- videos that covers an array of customer service strategies. Good Customer Service - Let Customers Know You Appreciate Them.</p>

	<p>someone else and take turns responding to each other's common customer service situations (therefore learners should have an idea of the most appropriate responses to their scenarios).</p> <ul style="list-style-type: none"> ○ The teacher to walk around the room and highlight points for discussion in the plenary. 	<p>YouTube- from the IHP Personal Trainer Certification at IHP with JC Santana and his staff. How Important Customer Service is as a Personal Trainer and Fitness Coach</p>
<p>C1 Use of circuit training to improve fitness</p>	<ul style="list-style-type: none"> • Whole class teaching and learning- Principles of Circuit Training <ul style="list-style-type: none"> ○ Teacher to introduce the principles of circuit training, including work-to-rest ratios, station design, and targeting fitness goals (e.g., strength, endurance, agility) to the class. ○ The teacher then sets up a 4-station circuit of their choice that offers some flexibility in terms of the fitness goals (e.g., squats, burpees, lunges, planks). ○ The teacher to model how to explain each exercise: demonstrate, explain repetitions/time for varying goals (e.g., strength, muscular endurance etc), and highlight correct form. ○ Students rotate through the circuit for 1-2 rounds, observing the teacher's instructional techniques. • Small group activity- Circuit training application 	<p>Unique Bootcamp Workouts- ten fun circuits that will add more variety to your group fitness classes. My Top 10 Circuit Training Formats Group Fitness</p> <p>Ace Fitness- advice on the most appropriate training intensities required for varying aims. How to Select the Right Intensity and Repetitions for Your Clients</p> <p>YouTube- exercise ideas for circuit training. Circuit Training - Exercises Ideas</p>

	<ul style="list-style-type: none"> ○ Divide students into small groups (3-4) and assign each group a fitness goal (e.g., strength, cardiovascular endurance, flexibility). ○ Each group is to research circuit training exercises that align with their assigned goal. ○ The groups then present their findings to the class, demonstrating 2-3 exercises, with the group members not only demonstrating correct form for each exercise, but to explain the intensity of the circuit that meets inline with the fitness component selected. 	
<p>C2 Benefits of circuit training</p>	<ul style="list-style-type: none"> • Whole class teaching and learning- Benefits of Circuit Training <ul style="list-style-type: none"> ○ Discuss as a class the physical and mental benefits of circuit training (e.g., improved strength, endurance, improved body composition and enjoyment). ○ The teacher allows the students to research one benefit of circuit training in detail and create a poster or slideshow presentation. ○ The poster must include: <ul style="list-style-type: none"> ○ The benefit explained. ○ Example exercises. ○ How circuit training compares to other training methods (e.g., HIIT, strength training). ○ Learners present their poster in class for open discussion. • Individual activity- Learner-led circuits 	<p>Healthline- a range of benefits of participating in circuit training. 9 Science-Backed Benefits of Circuit Training</p> <p>Train Fitness- the benefits of circuit training with specific examples. What are the Benefits of Circuit Training - TRAINFITNESS</p> <p>Pure Gym- templates that can be used to design and follow a circuit training session. Workout Plan Templates: Download Or Make Yourself PureGym</p>

	<ul style="list-style-type: none"> ○ Each learner selects a fitness benefit (e.g., endurance, strength) and is to design a 5-minute circuit station targeting that benefit. ○ Learners take turns leading their stations while the class rotates through the activities. ○ After completing all stations, the class discusses: <ul style="list-style-type: none"> ○ Which stations were most effective and why? ○ How did the exercises address specific fitness benefits? ○ How could you make the circuit more specific to the fitness benefit? 	
<p>D1 Planning considerations</p>	<ul style="list-style-type: none"> ● Whole class teaching and learning- Exploring the Principles of Fitness <ul style="list-style-type: none"> ○ Teacher to define each principle of fitness and additional principles of fitness (without any examples). ○ Then divide the learners into small groups and assign each group one fitness principle or additional principle of fitness (e.g., specificity, progressive overload etc). ○ Each group must explain their principle in their own words and provide a practical example of how it would be applied in a circuit training session. ○ Each group then must present their principle of fitness and example with the teacher facilitating a discussion, prompting with questions further 	<p>Origym- how to plan a circuit class for maximum gain. How to Plan a Circuit Class</p> <p>YouTube- the clips below explain the principles of training</p> <p>Sports and Exercise Science Series EP12: The Principles Of Training (https://www.youtube.com/watch?v=YEQpnTGD4gk)</p> <p>The Principles Of Training (https://www.youtube.com/watch?v=vblotEp5N0Y)</p> <p>Teach PE- the website covers the principles of training with examples.</p>

	<p>questions (e.g., “How does recovery impact performance?”)</p> <ul style="list-style-type: none"> • Small group activity- Activity- Circuit Design Planning <ul style="list-style-type: none"> ○ Teacher to explain the key elements of circuit design that includes important factors to consider like: number of participants, number of stations, equipment required, muscle balance ○ Encourage learners to expand on why these factors are important and how it affects planning of a circuit. ○ Once the initial content has been delivered, divide the class into small groups (3–4 learners). ○ Provide each group with a circuit design brief that includes: <ul style="list-style-type: none"> - The number of participants (e.g., 8–12 people). - Available equipment (e.g., dumbbells, mats, kettlebells, resistance bands). - Fitness goal (e.g., improving muscular endurance). ○ Groups must then design a 6-station circuit considering: <ul style="list-style-type: none"> - Exercise selection (e.g. focus on muscle balance). - Work/rest time (e.g., 40 seconds work, 20 seconds rest). - Equipment use and flow between stations. - Safety considerations. ○ Once the circuit has been designed, learners are to set them up, and classmates rotate through the stations, observing each group’s design. ○ Peers give feedback to each group regarding the clarity, equipment use and muscle balance of the 	<p>Principles of Training - Overload, Specificity, Reversability & Variance)</p> <p>ACSM- example of bodyweight stations for circuit training. time-saver-high-intensity-fitness-circuit-in-minutes.pdf)</p>
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	<p>stations, with each group also given the opportunity to respond and provide reasons for the circuit design which will encourage a further class discussion.</p>	
<p>D2 Stations in a circuit</p>	<ul style="list-style-type: none"> • Small group activity- Circuit design based on different fitness goals <ul style="list-style-type: none"> ○ As a class discuss different types of stations for the various fitness components. ○ Encourage discussion regarding appropriate intensity levels, organisation and flow of stations and appropriate exercises. ○ Once this knowledge has been established, divide the class into small groups (3-4) and give all groups a fitness goal/focus (aerobic endurance, muscular strength, sports-specific etc). ○ The groups then design their circuit in accordance with the allocated focus and set them the stations up. ○ Learners consider progressions and regressions for each station. ○ Once all groups are ready, each group is to join with another group who will lead them through their circuit (and vice versa). ○ Groups to give feedback in a plenary session with the class teacher monitoring progress and comments made. ○ The teacher to emphasise and highlight any issues or points for discussion with a class plenary at the end of the session. 	<p>Train Fitness- insights to some creative ways to create a circuit training plan. Circuit Training Exercises - Creative Circuits - TRAINFITNESS</p> <p>ACE Fitness- tips for setting up the best circuit to match specific fitness goals. How to Create a Circuit Workout Circuit Training Routine</p> <p>YouTube- an example of a core strength circuit. https://www.youtube.com/watch?time_continue=8&v=6P3UOaFaN-o&embeds_referring_euri=https%3A%2F%2Fwww.google.co.uk%2Fsearch%3Fq%3Dcircuit%2Btraining%2Bideas%2Bfor%2Bdeveloping%2Bcore%2Bstrength%26safe%3Dactive%26sca_esv%3D9931d7f4e0845048%26sxsrf&source_path=Mjg2NjY</p>

<p>D3 Planning a group circuit training class</p>	<ul style="list-style-type: none"> • Whole class teaching and learning- Creating a Group Circuit Training Plan <ul style="list-style-type: none"> ○ Explain the importance of collecting known information for session planning (e.g., facilities and equipment available, number of participants, experience levels etc.) ○ Brainstorm with the class the SMART principles and provide examples of specific and measurable targets (e.g., improve aerobic endurance by including aerobic stations working at 70-80% of max. HR). • Small group activity- Planning exercise circuits <ul style="list-style-type: none"> ○ Divide students into small groups (3–4 per group). ○ Provide each group with a scenario card detailing session parameters: <ul style="list-style-type: none"> ○ Facility type (e.g., small gym, studio, outdoor space). ○ Available equipment (e.g., dumbbells, mats, medicine balls). ○ Participant profile (e.g., 10 beginners, mixed fitness levels, 45-minute session). ○ Each group must: <ul style="list-style-type: none"> ○ Set SMART goals based on the participants' needs. ○ Plan a circuit structure including warm-up (low intensity, games, mobility); main session content; and cool-down and stretching. 	<p>Boot Camp Ideas- the pdf document provides templates ready to use for a circuit training session. 5 Totally Reusable Workout Templates (https://www.bootcampideas.com/wp-content/uploads/2022/11/5-Totally-Reusable-Workout-Templates.pdf).</p> <p>YouTube- a variation to a circuit training session with some creative ideas. https://www.youtube.com/watch?v=jbzVciHkBvI</p> <p>NEW CIRCUIT IDEA - Get Creative with your Bootcamps</p> <p>Gov.uk- a risk assessment template example. Risk assessment template.docx (https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fassets.publishing.service.gov.uk%2Fmedia%2F5f6337efd3bf7f7239aa13ed%2FRisk_assessment_template.docx&wdOrigin=BROWSELINK)</p> <p>Nora Health- health and safety considerations that need attention when designing an exercise circuit. Essential Tips for Preventing Injuries During Circuit Training Stay Safe & Fit (https://www.norahealth.ai/post/essential-tips-preventing-injuries-circuit-training)</p>
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	<ul style="list-style-type: none"> ○ Pair music with appropriate exercises for each phase of the circuit and justify their choices. ○ Groups present their SMART goals and circuit structure with class learners providing feedback regarding the appropriateness of the goals and the flow of the circuit from warm-up to cool-down. • Individual activity- Risk Assessment and Health & Safety Application <ul style="list-style-type: none"> ○ Provide an explanation of the importance of health and safety in group circuit training. ○ Include discussions based on risk assessments with an example, EAP and participant safety throughout an exercise session and what potential hazards or issues may occur. ○ Provide learners with risk assessment checklist (covering floor space, equipment damage, accessibility, emergency exits, first aid provisions etc). ○ Allow learners an opportunity to inspect different areas of a facility (e.g., gym, sportshall) and record any identified risks with suggested solutions. ○ The teacher may want to consider arranging the space to allow for identifiable risks to be recognised. 	<p>Hydro- examples of circuit training workouts for a combination of cardio and strength. 15 Best Circuit Training Workouts Hydrow - Hydrow (https://hydrow.com/en-GB/blog/15-best-circuit-training-workouts/)</p> <p>Stozz Audio- tips on how to curate the ultimate workout playlist to keep you moving and motivated for different stages of an exercise session. Music and Exercise: Finding the Perfect Workout Tunes — STOZZ AUDIO (https://www.stozzaudio.com/home/creating-a-workout-playlist#:~:text=Match%20the%20Tempo,for%20slower%2C%20more%20relaxing%20tracks.)</p>
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<p>E1 Instruct a group circuit training class</p>	<ul style="list-style-type: none"> • Visit - Circuit training session <ul style="list-style-type: none"> ○ The exercise instructor takes the class to a gym or fitness centre where an instructor leads the class through all aspects of a circuit: <ul style="list-style-type: none"> ○ Meeting participants before the session ○ Warm-up, main session and cool-down with appropriate music and exercises embedded within the session. ○ This will give learners an idea of correct procedures, the level of communication required and an opportunity to ask questions to develop their own induction and circuit training session for selected clients. ○ Emphasise the need for learning to take note of the communication skills from the instructor and how they move and interact with the class. • Small group activity- fitness circuit session <ul style="list-style-type: none"> ○ Learners to plan a session of their choice in their small groups and conduct them in front of the class while the rest of the learners evaluate the session (complete feedback forms). ○ The learners must incorporate the main points learnt from the unit: <ul style="list-style-type: none"> ○ A risk assessment ○ Use SMART appropriately for the group ○ Application of the principles of training ○ Use of effective communication, leadership, demonstration, and monitoring techniques. 	<p>Train Fitness- ideas for a successful exercise session to music. How to Succeed as an Exercise to Music Instructor - TRAINFITNESS (https://train.fitness/personal-trainer-blogs/how-to-succeed-as-an-exercise-to-music-instructor)</p> <p>YouTube- a workout timer with music. Workout Timer With Music - 30 sec work 20 sec rest Mix 106 (https://www.youtube.com/watch?v=FtSzQDcRQZA)</p> <p>The PTC- video tutorials for exercises 23 Combo Exercises to Switch Up a Bored Client's Routine (https://www.theptdc.com/articles/23-combo-exercises-to-switch-up-a-bored-client-s-routine)</p> <p>Boot Camp Ideas- ideas and exercises for the circuit training programme. Circuit Breakdown: How to Make Circuit Training More Interesting (https://www.bootcampideas.com/how-to-make-circuit-training-more-interesting/)</p>
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	<ul style="list-style-type: none"> ○ Use music to enhance tempo and motivation. ○ Video Feedback- record learners instructing sessions and review videos in pairs/groups/as a class for self-reflection and feedback. ○ Teacher to highlight areas of strength amongst the group(s) and collate main areas for improvement in a gap analysis style format for further discussion. 	
<p>E2 Review group exercise programmes</p>	<ul style="list-style-type: none"> • Whole class teaching and learning- Practical Programme Review <ul style="list-style-type: none"> ○ The teacher to begin the session with a brief overview of why reviewing exercise programmes is important for client progress and satisfaction. Allow learners to explore ideas and provide the answers where they can. ○ Introduce and explain the various feedback tools like questionnaires, informal conversations, focus groups, online survey and straw polls. • Group activity- Designing and Conducting a Programme Review <ul style="list-style-type: none"> ○ Assign each group (3-4) one feedback method (e.g., questionnaires, straw polls, informal conversations). ○ Each group creates a tool to review one of the circuit sessions and asks another group to complete a review of the circuit session that they conducted previously (or complete another session if required). ○ Each group must collect and summarise the feedback and complete an analysis and evaluation of their 	<p>Evaluation form- an example of an evaluation/feedback form. Learners are encouraged to design their own specific to their session. 14213514881_peer_review_of_teaching_form.docx 14213514881_peer_review_of_teaching_for_m.docx</p> <p>Educate Fitness- the significance of a well-designed questionnaire, its benefits, and how it can enhance your client-trainer relationship. Personal Training Questionnaire: A Comprehensive Guide to Client Assessment (https://educatefitness.co.uk/personal-training-questionnaire-a-comprehensive-guide-to-client-assessment/)</p>

	<p>session from the data collected. This needs to highlight the strengths as well as areas for improvement.</p> <ul style="list-style-type: none"> ○ The group also needs to consider proposed changes/adaptations (if any) to their circuit training session based on the feedback and participant performance. ○ Extension: use multiple feedback sources to provide data for a deeper analysis. 	<p>Survey Monkey- an online survey tool that creates surveys and forms that help you reach and learn from the right audience. SurveyMonkey - Free online survey software and questionnaire tool (https://uk.surveymonkey.com/welcome/sem/?program=7013A000000ih75QAA&utm_bu=SVMK&utm_campaign=71700000117426349&utm_adgroup=58700008666291753&utm_content=43700080052369662&utm_medium=cpc&utm_source=adwords&utm_term=p80052369662&utm_kxconfid=s4bvpi0ju&gad_source=1&gclid=CjwKCAiAgoq7BhBxEiwAVcW0LFoAgaKI6JTR0BHZWxQj-GCFGvNaSS8EYhGxiRwC6onCMenEqISpPhoCzAgQAvD_BwE&gclidsrc=aw.ds)</p>
<p>E3 Evaluate own performance</p>	<ul style="list-style-type: none"> ● Individual activity- Self analysis <ul style="list-style-type: none"> ○ As a class, discuss the self-evaluation reflection points to consider for supporting clients in their exercise programme. ○ Allow learners to design and complete a self-reflection on strengths and areas for improvement. ○ Use prior peer-evaluation feedback/date to reflect on the session(s) performance as well as gathering feedback from other participants if possible. ○ Encourage learners to set personal and professional development goals based on both internal and external feedback. ○ Allow learners to research possible courses for personal development and assess how this will help them develop as exercise instructors. 	<p>Smartsheet- SWOT analysis template can be adopted to analyse strengths and weaknesses. Free Microsoft Word SWOT Analysis Templates Smartsheet (https://www.smartsheet.com/content/swot-templates-microsoft-word)</p> <p>Office apps- an example of an action plan to be used to developed skills further as a personal trainer. Example-Action-Plan-2.docx (https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.ekcgroup.ac.uk%2Fapp%2Fuploads%2F2023%2F10%2FExam)</p>

	<ul style="list-style-type: none"> ○ Include a financial plan as an instructor running their own business, including costs and potential profit margins. ○ Questions that the learners may want to consider for their self-analysis include: <ul style="list-style-type: none"> ○ How well the exercises met the clients? ○ Appropriateness of the session content in relation to the client and environment. ○ Relationship with the client(s): how effective and motivational it was and how well the instructing style matched the clients' needs. ○ Were adaptations to the session required, and if so, how effective were they? ○ Ways to improve personal practice. ● Guest Speaker <ul style="list-style-type: none"> ○ Invite a personal trainer that delivers circuit training as part of their fitness offer and ask them to discuss how they set up their business in the fitness industry. ○ Encourage learners to use this opportunity to ask questions about financing, qualifications and personal qualities that could lead to creating a successful business. 	<p>ple-Action-Plan-2.docx&wdOrigin=BROWSELINK)</p> <p>Health and Fitness Education (HFE)- the company provide a range of CPD and qualifications for the fitness industry. Personal Training CPD Courses Professional PT Training (https://www.hfe.co.uk/personal-trainer/courses/cpd/)</p> <p>Origym- a blog that provides information on how to start a business as an exercise instructor. How To Start A Fitness Class Business OriGym (https://www.origym.co.uk/blog/fitness-class-business/)</p> <p>Educate Fitness- information regarding setting up a business plan to become and exercise instructor. A Guide to Creating a Personal Trainer Business Plan (https://educatefitness.co.uk/crafting-your-success-a-comprehensive-guide-to-creating-a-personal-trainer-business-plan-in-the-uk/)</p>
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Delivering signposted transferable skills

Signposted transferable skills are not mandatory for the delivery of the unit, and it is therefore your decision to deliver these skills as a part of the qualification. Below we have provided some ideas of teaching and learning activities that you could use to deliver these skills if you chose to.

Transferable skills	Ideas for delivery
EL-CL Effective Learning - Continuous Learning	<p>Engages with others to obtain feedback about own learning progress.</p> <ul style="list-style-type: none"> ○ Learners will conduct sessions and parts of sessions where feedback is given to them by peers, teacher and as part of a self-evaluation process. ○ This feedback is used to shape learning, develop strategies for future sessions using a SWOT analysis and an action plan. <p>Responds positively to feedback on learning progress from others.</p> <ul style="list-style-type: none"> ○ Feedback is used in a constructive matter as a way of helping the learner improve performance within the unit. <p>Monitors own learning and performance over the short and medium term.</p> <ul style="list-style-type: none"> ○ The learner gathers client and peer data to evaluate their session effectiveness on both a short- and medium-term level to assist in developing further learning.
IS-C&SI Cultural and social intelligence	<p>Demonstrates diversity, tolerance and inclusivity values in their approach to working with others</p> <ul style="list-style-type: none"> ○ Communication skills for groups and forming effective working relationships with participants allows learners to learn about different types of diversity such as differences such as race, ethnicity, gender, gender identity, sexual orientation, neurodiversity, social class, physical and learn different ways to gather personal information and how to communicate clearly with each individual. <p>Demonstrates awareness of own cultural and social biases</p>

	<ul style="list-style-type: none">○ Learners can start to learn about potential cultural and social biases e.g., socioeconomical status, language, race, ethnicity, religion, sexuality, gender, ageism, generalised beauty standards; stereotypes and assumed behaviours and the meaning of unconscious bias and consider their own positive and negative biases○ This unit content will also help to support learners to develop inclusive and respectful behaviours, including supporting views and beliefs that may differ from their own; negotiating and balancing different views to reach workable solutions when instructing circuit training.
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Resources

This section has been created to provide a range of links and resources that are publicly available that you might find helpful in supporting your teaching and delivery of this unit in the qualification. We leave it to you, as a professional educator, to decide if any of these resources are right for you and your students, and how best to use them.

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

Websites

ACE Fitness - Provides a few tips for setting up the best circuit to match specific fitness goals. https://www.acefitness.org/resources/pros/expert-articles/4922/how-to-select-the-right-intensity-and-repetitions-for-your-clients/?srsltid=AfmBOoq_8gx58lcNEztGyBmjwS2OgQGKtvlm2REk8K9aYAs8tuFY2864

Educate Fitness - Provides information about how effective communication serves as the foundation for meaningful connections with your clients. <https://educatefitness.co.uk/personal-trainer-communication-skills-enhancing-client-relationships-success>

Hydrow - A page that considers the best circuit training ideas. <https://hydrow.com/en-GB/blog/15-best-circuit-training-workouts/>

ISS - Emphasizes communication skills to help improve client results and build trust. <https://www.issaonline.com/blog/post/7-best-communication-tips-for-personal-trainers>

Origym - Provides expert advice on identifying and improving the vital communication skills that a personal trainer needs. <https://www.origym.co.uk/blog/personal-training-communication-skills/>

PT Institute - Provides valuable information for prospective exercise instructors and PT's. <https://ptinstitute.co.uk/all-courses/level-2-certificate-in-fitness-instructing-feb-2021/lessons/unit-6-instructing-and-supervising-gym-based-exercise-programmes/topic/lo2-of-unit-6-instructing-and-supervising-gym-based-exercise-programmes/>

ResearchGate - Explains the effectiveness of circuit training to develop muscular endurance -

https://www.researchgate.net/publication/359337905_Effects_of_Circuit_Training_and_Circuit_Weight_Training_on_Muscular_Strength_Endurance

Train Fitness - Explains the benefits of circuit training with specific examples.

<https://train.fitness/personal-trainer-blogs/creative-circuit-training-instructors>

Unique Bootcamp Workouts - Discusses various circuit training formats.

<https://uniquebootcampworkouts.com/circuit-training-formats/>

Textbooks

Andrew Hudson- Circuit Training for Beginners 2020 ISBN 9781838373023

Andrew Hudson- Circuit Training for Weight Loss 2021 ISBN 9798456657626

Debbie Lawrence, Richard (Bob) Hope- The Complete Guide to Circuit Training 2015 ISBN 9781408165386

James Driver- HIIT - High Intensity Interval Training Explained 2012 ISBN 978-1477421598

Paul Laursen and Martin Buchheit- Science and Application of High Intensity Interval Training 2018 ISBN 978-1492552123

Richard (Bob) Hope and Debbie Lawrence- Advanced Circuit Training: A Complete Guide to Progressive Planning and Instructing (Fitness Professionals) 2020 ISBN 978-1472980410

Unit 8: Personal Training Methods and Programming

Unit overview

Unit 8: Personal Training Methods and Programming	
Assessment type: Internal	
Learning Aim	Topics
A Explore personal training methods	A1 Personal training methods for cardiovascular endurance A2 Personal training methods for muscular strength A3 Personal training methods for muscular endurance A4 Personal training methods for flexibility A5 Personal training methods for functional exercise A6 Personal training methods in different environments
B Explore the design of personal training programmes	B1 FITT principles and additional principles of training for exercise programming B2 Exercise programming
C Plan and instruct personal training sessions	C1 Components of a personal training session C2 Planning a personal training session C3 Instructing a personal training session
D Review a personal training session	D1 Review a client's performance D2 Review own performance
<p>Assessment overview</p> <p>This unit is Internal assessed through an Authorised Assessment Brief (AAB). The AABs are there to provide an example of what the assessment could look like in terms of the feel, level of demand and integration of mandated evidence required of the assessment. Centres can use the AAB as provided by Pearson. Alternatively, centres may amend the AAB or create their own assignment if they are confident it enables learners to provide suitable and sufficient evidence to meet the stated standard of the assessment criteria and achieve the learning outcomes.</p> <p>A copy of each of these assessments can be downloaded from the qualification page on our website.</p>	

Common misconceptions

Below are some common misconceptions related to the content of this unit by students and ideas for how you can help your learners to avoid and overcome these.

What is the misconception?	How to help learners overcome it
Methods of training and fitness tests.	Learners need to know that they are not the same and that fitness tests are used to monitor progress and an indicator of fitness levels, whereas methods of training are employed to develop specific components of fitness.
Use of HR data to monitor muscular endurance.	Some learners believe that because the word 'endurance' is used, then muscular endurance must be monitored by HR data. However, the definition of muscular endurance does not lend itself to this and it should be monitored using a percentage of repetitions.

Learning Activities and Resources

This section offers a starting point for delivering the unit by outlining a logical sequence through the unit topics and suggesting practical activities and teacher guidance for covering the main areas of content during guided learning time. Transferable skills are integrated into various activities, with those embedded in a unit indicated by an acronym in square brackets. The acronym combines the letters from the broad skill area and the specific transferable skill, e.g., [IS-WC].

Please note that the activities provided below are suggestions and not mandatory.

Learning Topic	Activities and guidance for unit content delivery	Resources
<p>A1 Personal training methods for cardiovascular endurance</p>	<ul style="list-style-type: none"> • Whole Class Teaching and Learning- Cardiovascular endurance <ul style="list-style-type: none"> ○ Define cardiovascular endurance and explain the principles of developing this component of fitness. ○ Discuss different methods to improve cardiovascular endurance and where possible carry out practical demonstrations of each method. ○ Evaluate the importance of CV endurance in a range of sporting and exercise activities, with a class discussion. • Practical Activity - Heart Rate response to Cardiovascular training <ul style="list-style-type: none"> ○ Learners work in small groups and rotate through 5 minutes of exercise on different types of cardiovascular equipment (e.g., treadmill, rower, cycle, ski erg). ○ They measure their heart rate during the workout and record their maximum heart rate for each exercise. ○ Learners then compare which exercise resulted in the highest heart rate and discuss the physiological reasons behind it. 	<p>Bodybuilding.com- the website outlines the different methods that could be used to develop cardiovascular endurance. The 7 Basic Types Of Cardiovascular Training. (https://www.bodybuilding.com/fun/betteru16.htm)</p> <p>Create PT- the site provides a variety of CV monitoring techniques that could be used by the learners. Monitoring Exercise Intensity - 5 Methods for Accurate Monitoring (https://creatept.com/blogs/5-methods-to-monitor-exercise-intensity/)</p> <p>Apps- there are numerous Apps to use to monitor training intensity, including:</p> <ul style="list-style-type: none"> ○ Nike Training Club

	<ul style="list-style-type: none"> ○ A guided class discussion to explore how different types of cardiovascular training can affect heart rate and why certain activities might result in higher rates than others. ● Small group activity - Design Your Own Cardiovascular Circuit <ul style="list-style-type: none"> ○ Learners design a circuit with 6 stations, each focusing on a different cardiovascular exercise (e.g., jumping jacks, high knees, burpees, skipping, mountain climbers, step ups, shuttle runs). ○ They complete each station for 1 minute and record their heart rate at the end of the exercise during a 30 second rest between each exercise. ○ After completing the circuit learners reflect on how the different exercises affected their heart rate and share their observations. 	<ul style="list-style-type: none"> ○ Strava ○ FiiT
<p>A2 Personal training methods for muscular strength</p>	<ul style="list-style-type: none"> ● Whole Class Teaching and Learning- Muscular strength <ul style="list-style-type: none"> ○ Define the term muscular strength and explain the principles of developing this component of fitness. ○ Evaluate the importance of muscular strength in a range of sport and exercise activities. ○ Discuss different methods to improve muscular strength and carry out practical demonstrations of each method. ● Practical Activity: Calculation of 1 repetition max <ul style="list-style-type: none"> ○ Learners are show using resistance the process for working out a clients 1 repetition max (1RM). 	<p>Strength and Conditioning Course- the web page examines the principles of progression for strength training as well as the various methods of strength training. TOP 15 ADVANCED TRAINING TECHNIQUES - Strength and Conditioning Courses</p> <p>Create PT- the site provides a variety of monitoring techniques that could be used by the learners to develop strength.</p>

	<ul style="list-style-type: none"> ○ Once the process has been demonstrated, learners warm up and work in pairs to assess each others 1RM on different types of resistance machines. • Guest Speaker- Personal Trainer <ul style="list-style-type: none"> ○ Invite a personal trainer to discuss the principles of training for muscular strength including repetition and sets rest periods between sets and low reps and high loads. ○ Learners take part in some strength training exercises which incorporate these principles. • Practical Activity: Free weights for training different muscle groups <ul style="list-style-type: none"> ○ Learners are shown the main different types of strength training exercises to work different muscle groups. ○ For each exercise learners are shown the technique and the teaching points are discussed. ○ Learners work in pairs to demonstrate the exercise to each other and use teaching points appropriately. • Practical Activity: Types of current and advanced strength training <ul style="list-style-type: none"> ○ Learners are taught the different types of current and advanced strength training: <ul style="list-style-type: none"> ○ pyramid sets ○ super-setting ○ giant sets ○ tri sets ○ forced repetitions ○ pre-/post-exhaust 	<p>Monitoring Exercise Intensity - 5 Methods for Accurate Monitoring (https://creatept.com/blogs/5-methods-to-monitor-exercise-intensity/)</p> <p>Training Peaks- the website offers a useful insight in the benefits and examples of strength training for a range of sporting activities. Strength Training: The Ultimate Guide TrainingPeaks</p>
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	<ul style="list-style-type: none"> ○ negative/eccentric training. ○ They are also shown methods to progress or regress each type of training. ○ Learners work in pairs and select one free weight exercise and then carry out each type of current and advanced strength training method to explore how each work in action. ○ Class discussion on the benefits and limitations of each strength training method. 	
<p>A3 Personal training methods for muscular endurance</p>	<ul style="list-style-type: none"> ● Whole Class Teaching and Learning- Muscular endurance <ul style="list-style-type: none"> ○ Define the term muscular endurance and explain the principles of developing this component of fitness to include: <ul style="list-style-type: none"> ○ repetitions and sets ○ rest periods between sets ○ high repetitions and low loads ○ order of exercises to prevent muscle fatigue ○ Class discussion to evaluate the importance of muscular endurance in a range of sporting and exercise activities. ○ Class discussion on different methods to improve muscular endurance and carry out practical demonstrations of each method. ● Group Activity- Muscular Endurance Circuit <ul style="list-style-type: none"> ○ Learners design endurance circuits for peers, focusing on high-rep, low-resistance activities (e.g., lunges, step-ups, plank holds). ○ Peer groups rotate through circuits and evaluate their difficulty based on personal muscular endurance limits. 	<p>Research Gate- a study from the Journal of Advances in Sport and Physical Education that investigates the effects of circuit training on muscular strength endurance. (PDF) Effects of Circuit Training and Circuit Weight Training on Muscular Strength Endurance</p> <p>Science in Sport- the website that provides ideas for conducting muscular endurance training. MUSCULAR ENDURANCE EXPLAINED – (https://www.scienceinsport.com/sports-nutrition/muscular-endurance-explained/)</p> <p>Brianmac- the page gives examples of how to use circuit training to develop muscular endurance.</p>

	<ul style="list-style-type: none"> • Peer teaching- learner led routine <ul style="list-style-type: none"> ○ Learners to create a free weights and fixed weights based circuit based on developing muscular endurance. ○ Learners coach each other through a routine that incorporates all principles of training for muscular endurance and a range of exercises. ○ Extension: encourage learners to have a clear aim i.e. link to a specific sport or activity and/or aspect of a performance. 	<p>Circuit Training (https://www.brianmac.co.uk/circuit.htm)</p>
<p>A4 Personal training methods for flexibility</p>	<ul style="list-style-type: none"> • Practical Activity- Stretch Olympics <ul style="list-style-type: none"> ○ Demonstrations and discussion of the different types of flexibility training. ○ In groups, learners are given a type of flexibility training method from the following: PNF, dynamic, passive, active and static. ○ Learners take part in the sit and reach test after a warm up, they then take part in their assigned flexibility training method and repeat the sit and reach test. ○ Class discussion and comparison of sit and reach fitness test results to determine the most effective method of flexibility training for short term results with further discussion on how this could impact long term training. 	<p>Pliability- the page explains benefits and examples of mobility exercises for performance improvements and recovery. pliability 10 Mobility Exercises For Athletes to Enhance Performance</p> <p>Slideshare- the PowerPoint presentation analyses the effectiveness of the different stretching types. Types of stretching technique PPT</p> <p>YouTube- The video explains how to effectively perform PNF stretching. The Most Effective Stretching Technique PNF Stretching Explained</p>
<p>A5 Personal training methods</p>	<ul style="list-style-type: none"> • Whole Class Teaching and Learning- Functional Exercise 	

for functional exercise	<ul style="list-style-type: none"> ○ Define the term functional exercise and explain the principles of developing this component of fitness. ○ Evaluate the importance of functional stability in a range of sport and exercise activities. ○ Explore the benefits of functional training for injury prevention and overall mobility. <ul style="list-style-type: none"> ● Practical activity- Functional stability circuit <ul style="list-style-type: none"> ○ Design a functional circuit integrating balance boards, resistance bands, plank, bridge and BOSU balls ○ Carry out a practical demonstration of each exercise, using a variety of muscle groups/joints. ○ Learners design a circuit to focus on improving proprioception and stability by engaging smaller stabilising muscles. ○ Each group presents how their circuit applies to specific sports or real-life functional needs. ● Small group activity- Injury-Proof Me <ul style="list-style-type: none"> ○ Learners identify common injuries in sports or daily life and exercise activities (e.g., ankle sprains, lower back strain). ○ Learners explore functional exercises targeting muscles/joints prone to these injuries. ○ Reflect on the role of functional training in injury prevention. 	<p>Medical News Today- an article that explains and gives examples of a variety of proprioceptive training exercises. What are some examples of proprioception exercises? (https://www.medicalnewstoday.com/articles/proprioception-exercises#importance-in-sports)</p> <p>YouTube- the video is an example of exercises that assist with balance and stability for footballers. IMPROVE YOUR BALANCE FOR FOOTBALL WITH THESE EXERCISES! 🏈🏆  (https://www.youtube.com/watch?v=nr5to6l1Dsk)</p>
A6 Personal training methods in	<ul style="list-style-type: none"> ● Practical Activity: Strength in Action– The Builder’s Circuit 	Personal Training examples in different environments:

<p>different environments</p>	<ul style="list-style-type: none"> ○ Learners perform a strength-training circuit mimicking real-world scenarios (e.g., lifting objects, pushing sleds, carrying weights). ● Discuss muscle groups engaged and techniques to improve performance ● Visit - Training in different environments <ul style="list-style-type: none"> ○ Class take part in a visit to a local area such as a park, a community centre. ○ Teacher lead training session using the space and equipment available e.g. park bench to perform incline press ups. ○ Class discussion and reflection on how the space was used and equipment to create a training environment exploring strengths and areas for development which would impact client comfort and potential training goals if this had been used for a personal training session. ● Small group activity- Training in different environments <ul style="list-style-type: none"> ○ Form small groups and assign each group a specific environment for personal training, such as a gym, a park, or a home setting. ○ Consider factors such as available equipment, space, atmosphere, and client comfort. ○ Learner's brainstorm exercises using every day/available equipment eg water bottle to provide resistance for a bicep curl. ○ Each group presents their findings to the class and engage in a discussion comparing the advantages and disadvantages 	<p>Circuit Training - Exercises Ideas (https://www.youtube.com/watch?v=kTJ5b0RkKX8)</p> <p>Workout Ideas - Intense Group Training (https://www.youtube.com/watch?v=3eru-Ek8X1c)</p> <p>Personal Training Session Example Training Clients In Their Own Homes (https://www.youtube.com/watch?app=desktop&v=cLKDzlaaNe4)</p> <p>400+ Personal Training Session Ideas (FUN + Creative Options) Exercise.com (https://www.exercise.com/grow/personal-training-session-ideas/)</p> <p>CIMSPA: information on how to delivery sport and physical activity safely online to clients - delivering-sport-and-physical-activity-online-faqs.pdf</p>
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	of exercising in different environments, reflecting on practical and environmental challenges.	
B1 FITT principles and additional principles of training for exercise programming	<ul style="list-style-type: none"> • Whole Class Teaching and Learning- Principles of Training <ul style="list-style-type: none"> ○ Teacher to lead lesson and define the principles of training with specific examples. ○ Explore the different intensities of training for various aims e.g. hypertrophy, strength, anaerobic v aerobic. • Revision- FITT Dice game <ul style="list-style-type: none"> ○ Create dice with variables of the principles of training and additional principles of training. ○ Learners work in small groups and roll the dice and take it in turns to explain each principle that is shown by the dice. • Small group activity- Case study <ul style="list-style-type: none"> ○ Provide learners with mock client profiles (e.g., beginner marathon runner , sedentary office worker, elite performer) each with specific fitness goals. ○ Learners design training programs using FITT principles and additional principles of training present their rationale for class discussion. 	<p>YouTube_the clips below explain the principles of training associated with the course.</p> <p>Sports and Exercise Science Series EP12: The Principles Of Training</p> <p>Teach PE- the website covers the principles of training with examples. Principles of Training - Overload, Specificity, Reversability & Variance</p> <p>Parkfields School_ a pdf document that details the principles and intensities of training. [437230]AQA GCSE SB PE.pdf</p>
B2 Exercise programming	<ul style="list-style-type: none"> • Whole Class and individual activity- Screening of clients <ul style="list-style-type: none"> ○ Teacher introduces to the class the important points surrounding initial contact and screening with a client. ○ Role-play: learners use health screening questionnaires and take turns in screening each other as clients. 	<p>YouTube- the clips below give examples of content that could be used during an exercise session as a trainer.</p> <p>How To Create The BEST Personal Training Session For Your Client</p>

	<ul style="list-style-type: none"> ○ Learners take part in health monitoring tests as part of the screening process and record results. ○ Learners take it in turns to feedback the results from the health screening to each other. ○ Use the experience to encourage Q & A's and a class discussion based on best practice. <ul style="list-style-type: none"> ● Paired activity- Personalised exercise programme <ul style="list-style-type: none"> ○ Learners develop and design a personalised exercise programme based on their partners aims. ○ Use peer feedback to refine plans taking into account personal preferences in relation to choice of training method and fitness goals. 	<p>(https://www.youtube.com/watch?v=vddvacw1ob0)</p> <p>What Are The Resistance Training Systems I Can Use For My Level 3 Personal Trainer Casestudy (https://www.youtube.com/watch?v=ojAvbFNKa-M)</p> <p>PT Institute- the website gives detailed information on procedures during the screening phase of a new client. LO2 of Unit 4 - Understand pre-exercise health screening methods - PT Institute</p> <p>Physical Activity Australia- the link provides an example of a health screening questionnaire. Pre-Exercise-Screening-Form.pdf</p> <p>Vertex 42- example of an exercise training log. Free Exercise Chart - Printable Exercise Chart Template</p> <p>National Academy of Sports Medicine- a guide to a periodised training model: Periodization Training Simplified: A Strategic Guide NASM Blog</p>
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<p>C1 Components of a personal training session</p>	<ul style="list-style-type: none"> • Whole Class Teaching and Learning Exercise session components <ul style="list-style-type: none"> ○ Teacher to provide an overview of the components of a personal trainer session ○ Teacher to delegate different sections of a session to each learner. ○ Role-play: Learners take turns being trainers and clients, delivering the section they have been given. • Small group activity <ul style="list-style-type: none"> ○ Groups are given random session goals (e.g., build endurance, improve flexibility) and design an appropriate training session. ○ Present plans to the class and discuss possible adaptations. ○ Session practice- learners to conduct a full personal training session that includes all components e.g. warm-up cool down etc to a select group. ○ Emphasise the need for effective feedback and instruction during the session as well as focussing on transition of exercises. ○ Other learners complete an evaluation. ○ Sessions could also be recorded to help with self-evaluation. 	<p>Educate Fitness- the website offers an insight into how a personal training session is structured, starting from initial meeting to progress through the programme. Personal Training Session Structure: The Key to Effective Fitness Programs</p> <p>Placemade- an exercise programme website that outlines the important components of an exercise session. What are the 4 parts of a training session? Workout like a pro!</p> <p>Pure Gym- the website gives an account of different training regimes depending on the aims of the session. Workout Exercise & Routines PureGym</p> <p>Tracx- example of exercise session feedback forms. Personal Training Session Feedback Form TRACX®</p>
<p>C2 Planning a personal training session</p>	<ul style="list-style-type: none"> • Whole Class Teaching and Learning- Planning a session. <ul style="list-style-type: none"> ○ Teacher to hypothetically discuss structuring a session to meet client needs, including goal setting and exercise selection. ○ Include a class brainstorm on the important elements of a session and in what order they should be in throughout a 	<p>YouTube- a video clip from a personal trainer as to how they initially plan a programme for a client. How to Design a Personal Training Program for ANY Client</p>

	<p>session (e.g., sequences of exercises, selection of exercise etc).</p> <ul style="list-style-type: none"> ○ Learners to provide reasoning and aims for each sequence. <ul style="list-style-type: none"> ● Small group activity <ul style="list-style-type: none"> ○ Goal Setting Workshop- Practice setting realistic and motivating goals with role-play of different clients with different fitness goals e.g., low levels of fitness wanting to take part in a 10 Km race, basketball player wanting to increase jumping height, middle aged male wanting to decrease body fat. ○ Groups design sessions tailored to meet client’s needs. ○ Peer review of plans- learners review each other's session plans, offering insights and suggestions. 	<p>PDHPE- information and a video that covers the important aspects of meeting your client and designing a training programme for them. Elements to be Considered when Designing a Training Session - HSC PDHPE</p> <p>PT Institute- the website gives detailed information on procedures during the screening phase of a new client. LO2 of Unit 4 - Understand pre-exercise health screening methods - PT Institute (https://ptinstitute.co.uk/all-courses/level-2-certificate-in-fitness-instructing-feb-2021/lessons/unit-4-conducting-client-consultation-and-gym-inductions/topic/lo2-of-unit-4-understand-pre-exercise-health-screening-methods/)</p>
<p>C3 Instructing a personal training session</p>	<ul style="list-style-type: none"> ● Visit- Gym induction <ul style="list-style-type: none"> ○ A strength and conditioning coach takes the class through an induction process at their gym. ○ This will give learners an idea of correct procedures, the level of communication required and an opportunity to ask questions to develop their own induction and training session for selected clients. 	<p>YouTube</p> <p>Pre-Exercise Screening in Action an example of a health screening session conducted before an exercise session. PP Vivien of Holloway 1 (16x9) An example of a personal training session conducted by a PT.</p>

	<ul style="list-style-type: none"> • Small group activity- Simulation activity <ul style="list-style-type: none"> ○ Learners work together to plan a one to one personal training session of their choice. ○ Learners take it in turns to be the PT or client and instruct each other through the session. ○ During the session the teacher states that the exercise needs to be progressed or regressed, learners adapt the exercise they are instructing in line with the teacher instruction of regressing or progressing it. ○ Peer review and feedback – learners feedback to each other on their strengths and areas for development. 	<p>PT Direct- the website provides tips and ideas for conducting exercise sessions and programme design. Perfect Your Exercise Instruction — PT Direct</p> <p>Peer review evaluation form- the link provides an example of an evaluation/feedback form. Learners are encouraged to design their own specific to their session. 14213514881_peer_review_of_teaching_form.docx</p>
<p>D1 Review a client's performance</p>	<ul style="list-style-type: none"> • Whole Class Teaching and Learning- Client feedback <ul style="list-style-type: none"> ○ Allow learners to brainstorm ideas and then evaluate the most appropriate methods for feedback based on short-, medium- and long-term style feedback options. ○ Discuss methods for assessing and providing feedback on client progress. ○ Progress tracking exercise- learners to review and analyse mock client data (e.g., weight, HR data) to assess progress towards fitness goals and discuss the findings as a class. • Paired activity- Feedback <ul style="list-style-type: none"> ○ Role-play- learners work in pairs and feedback results that they have been provided with related to how well a client has performed in a personal training session – learners have a range including ones that have not been motivated in the session, clients that worked very hard, clients that needed regressions on the exercises. 	<p>Amac Training- advice on how personal trainers can feedback to their clients. Personal training feedback (2): Information to correct mistakes with performance - Amac Training</p> <p>Fitness Apps- a range of apps can be used by both trainer and client to provide valuable data for feedback on progress. These Apps could include:</p> <ul style="list-style-type: none"> ○ MyFitnessPal ○ My Training Workout Tracker Log ○ Strava ○ Nike Training Club ○ Adidas running

	<ul style="list-style-type: none"> ○ Learners are asked to provide constructive feedback focusing on clients strengths, motivation and areas for improvement. ○ Learner discusses with the client how they plan to adapt the session going forward to take into account performance in previous session and clients needs. 	<p>Styku- a webpage that offers advice on how to construct effective and constructive feedback to your client. Tips on Framing Feedback for your Personal Training Clients</p>
<p>D2 Review own performance</p>	<ul style="list-style-type: none"> ● Individual activity- Self analysis <ul style="list-style-type: none"> ○ As a class, discuss the self-evaluation and professional growth strategies. ○ Allow learners to design and complete a self-reflection on strengths and areas for improvement. ○ Use prior peer-evaluation feedback/date to reflect on the session(s) performance. ○ Encourage learners to set personal and professional development goals based on both internal and external feedback. ○ Questions that the learners may want to consider for their self-analysis include: <ul style="list-style-type: none"> ○ How well the planned exercises met the clients needs ○ Appropriateness of the session content in relation to the client and environment. ○ Relationship with the client(s): how effective and motivational it was and how well the instructing style matched the clients' needs. ○ Were adaptations to the session required, and if so, how effective were they? ○ Ways to improve personal practice. 	<p>Smartsheet- SWOT analysis template can be adopted to analyse strengths and weaknesses. Free Microsoft Word SWOT Analysis Templates Smartsheet</p> <p>Office apps- the document is an example of an action plan to be used to developed skills further as a personal trainer. Example-Action-Plan-2.docx</p>

Resources

This section has been created to provide a range of links and resources that are publicly available that you might find helpful in supporting your teaching and delivery of this unit in the qualification. We leave it to you, as a professional educator, to decide if any of these resources are right for you and your students, and how best to use them.

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

Websites

Bodybuilding.com – Cardiovascular training methods:

<https://www.bodybuilding.com/fun/betteru16.htm>

CIMSPA (The Chartered Institute for the Management of Sport and Physical Activity) –

Professional body for sport and physical activities workers: <https://www.cimspa.co.uk>

Create PT – Methods to monitor exercise intensity: <https://creatept.com/blogs/5-methods-to-monitor-exercise-intensity/>

Muscular Endurance Explained - Science in Sport – Information on muscular endurance:

<https://www.scienceinsport.com/sports-nutrition/muscular-endurance-explained/>

PNF Stretching (YouTube Video): <https://www.youtube.com/watch?v=maBhWtvsUeE>

Pliability – Stretching exercises to increase mobility: <https://pliability.com/stories/mobility-exercises-for-athletes>

ResearchGate – Explains the effectiveness of circuit training to develop muscular endurance:

https://www.researchgate.net/publication/359337905_Effects_of_Circuit_Training_and_Circuit_Weight_Training_on_Muscular_Strength_Endurance

ScienceDirect – Various studies on the appropriateness of different training methods in sport and exercise:

<https://www.sciencedirect.com/search?qs=methods%20of%20training%20in%20sport&p>

ublicationTitles=273499%2C272250%2C271848%2C282623&lastSelectedFacet=publicati
onTitles

SlideShare – Presentation on types of stretching techniques:

<https://www.slideshare.net/slideshow/types-of-stretching-technique/126804152#7>

Strength & Conditioning Course – Outlines various strength training methods:

<https://strengthandconditioningcourse.com/top-15-advanced-training-techniques/>

TrainingPeaks – Strength training guide: <https://www.trainingpeaks.com/guides/strength-training/>

Textbooks

Alejandro Muñoz-López, Redha Taiar, Borja Sañudo- Resistance Training Methods: From Theory to Practice (2021) ISBN 9783030819897

Corcoran and Smith- Edexcel A-Level PE Paper 1 Revision Book 2021 (GCSE Simplified) ISBN 978-1838102111

G. Gregory Haff, N. Travis Triplett- Essentials of strength training and conditioning 4th edition 2021 (National Strength and Conditioning Association) ISBN 978-1-7182-1086-8.

Unit 9: Nutrition for Personal Training

Unit overview

Unit 9: Nutrition for Personal Training	
Assessment type: Internal	
Learning Aim	Topics
A Examine concepts of nutrition, hydration, diet and digestion	A1 Basic nutritional principles A2 Hydration A3 Diet A4 Eating disorders A5 Digestion
B Explore energy intake and expenditure for exercise participation	B1 Energy measures, sources and estimating body composition B2 Energy balance
C Investigate legislation, guidance and procedures associated with anti-doping	C1 Performance-enhancing substances and drugs C2 Anti-doping legislation and guidance
D Produce a diet and hydration plan to support an individual taking part in a selected sport or physical activity	D1 Planning diets D2 Nutritional strategies to meet an individual's needs
<p>Assessment overview</p> <p>This unit is Internal assessed through an Authorised Assessment Brief (AAB). The AABs are there to provide an example of what the assessment could look like in terms of the feel, level of demand and integration of mandated evidence required of the assessment. Centres can use the AAB as provided by Pearson. Alternatively, centres may amend the AAB or create their own assignment if they are confident, it enables learners to provide suitable and sufficient evidence to meet the stated standard of the assessment criteria and achieve the learning outcomes.</p> <p>A copy of each of these assessments can be downloaded from the qualification page on our website.</p>	

Common misconceptions

Below are some common misconceptions related to the content of this unit by students and ideas for how you can help your learners to avoid and overcome these.

What is the misconception?	How to help learners overcome it
Performing Enhancing Drugs (PEDs) is a form of Doping	Taking PEDs is the same as doping where it includes the act of consuming illegal substances to gain an advantage in sporting competitions.
BMI or BMR	These two terms have different meanings and quite often learners use these abbreviations interchangeably. BMI stands for Body Mass Index that measures the ratio of your height to your weight to estimate the amount of body fat you have. Whereas BMR represents your Basal Metabolic Rate which refers to the number of calories burned as your body performs basic tasks.
All supplements are safe and effective for enhancing sport and exercise performance	Not all supplements are well-regulated or proven to be safe. Some can cause harmful side effects, interact negatively with medications, or contain banned substances. Additionally, the effectiveness of many supplements is not supported by strong scientific evidence. It's crucial for personal trainers to research supplements carefully before recommending use by clients or self.

Learning Activities and Resources

This section offers a starting point for delivering the unit by outlining a logical sequence through the unit topics and suggesting practical activities and teacher guidance for covering the main areas of content during guided learning time. Transferable skills are integrated into various activities, with those embedded in a unit indicated by an acronym in square brackets. The acronym combines the letters from the broad skill area and the specific transferable skill, e.g., [IS-WC].

Please note that the activities provided below are suggestions and not mandatory.

Learning Topic	Activities and guidance for unit content delivery	Resources
<p>A1 Basic nutritional principles</p>	<p>Whole Class Teaching and Learning- Overview introduction</p> <ul style="list-style-type: none"> ○ Begin by introducing macronutrients (carbohydrates, proteins, fats) and micronutrients (vitamins, minerals), their roles, and sources. ○ Use visual aids (charts/diagrams) for better comprehension. ○ Create a 'Nutrient Bingo' game where students match nutrients to their roles or sources. <p>Small group activity - Carbohydrate Classification Chart</p> <ul style="list-style-type: none"> ○ Learners create a chart that categorises carbohydrates into monosaccharides, disaccharides, and polysaccharides. ○ The chart should include examples, their chemical structures, and sources in the diet. ○ This activity will help students visually organise information and understand the different types of carbohydrates. 	<p>British Nutrition Foundation- information on the different all nutrients with specific roles and sources. Nutrition information to support healthy sustainable diets</p> <p>UK Sports Institute- a guide to nutritional balance for elite athletes. Sports-Nutrition-Fundamentals-To-Improve-Performance-full-resource-v2.8.pdf</p>

Small group activity- Food Labelling Analysis

- Provide students with a variety of food labels from different products.
- Ask them to identify and record the carbohydrate content, including sugars, fibre, and starch.
- They should then compare these findings and discuss which food have high simple carbohydrates, complex carbohydrates and the nutritional implications of these carbohydrates in a healthy diet.

Laboratory activity- Carbohydrate and Energy Experiment

- Students will design and conduct an experiment to measure the energy content of different carbohydrate-rich foods.
- Using a calorimeter, they will burn small samples of foods like bread, pasta, and rice, and record the energy released.
- This hands-on activity will help them understand how carbohydrates provide energy to the body.

Whole class activity - Protein

- Start the lesson by displaying pictures of foods (or samples of food) for learners to say whether the food contains protein or not.
- Follow up by leading a discussion about foods that contain protein and the role of protein in the body.
- Introduce learners to the structure of protein, giving examples of sources, the RDA, their normal function in the body, and their function during and exercise

	<p>Paired activity - Micronutrients</p> <ul style="list-style-type: none"> ○ Ask learners to work in pairs and research two micronutrients. ○ You should allocate these to learners so that all micronutrients are covered. ○ For each micronutrient, learners should research information about its function ○ the RDI ○ what a deficiency of the micronutrient could cause. ○ Learners should be prepared to present the information they have found in the next lesson. <p>Whole class activity - Fibre</p> <ul style="list-style-type: none"> ○ Introduce learners to fibre. Use formal delivery to explain the function, sources and the RDI of fibre. ○ Ask learners to research their favourite foods, and investigate the fibre content. ○ Learners should make an annotated list to show the foods and their fibre content, ordered from highest to lowest levels of fibre. <ul style="list-style-type: none"> ○ Finish the lesson by summarising the importance of fibre, and giving sources of fibre. 	
<p>A2 Hydration</p>	<p>Whole Class Teaching and Learning- Importance of hydration</p> <ul style="list-style-type: none"> ○ Discuss the importance of hydration and its impact on athletic performance. ○ Encourage interactive discussions where students share their experiences of the effects of dehydration on the body and sports and exercise performance. 	<p>Eload Sports Nutrition- an article that outlines how electrolyte solutions can enhance sporting performance. The Science of Hydration: How Electrolyte Drinks Enhance Athletic Performance and Endurance - eLoad Sport Nutrition</p>

	<p>Paired activity- Dehydration scenarios</p> <ul style="list-style-type: none"> ○ In pairs, research and analyse situations where athletes have suffered from dehydration. ○ Students to discuss the physiological effects on the body and what preventive measures that could have been implemented pre-, during-, and post-exercise to minimise the effects. <p>Laboratory activity- Electrolyte solutions</p> <ul style="list-style-type: none"> ○ An experiment in a laboratory can be conducted in conjunction with the science department to measure the conductance of different solutions using a multimeter. ○ Learners to select various sports drinks (e.g. Gatorade, Powerade, Lucozade), milk and orange juice for testing. ○ See which solution produces the highest conductance (this would mean higher concentration of electrolytes) and discuss the implications this may mean for sport and exercise performance. ○ Students to analyse the varying fluid and electrolyte requirements for a range of environments (e.g., hot, cold, humid). <p>Paired activity- Making a sports drink</p> <ul style="list-style-type: none"> ○ Learners select the type of sports drink they are going to make – hypertonic, isotonic or hypotonic ○ Learners use measuring equipment to use the correct quantities of glucose, electrolytes and their choice of flavourings eg fruit, cordial etc for taste to produce their planned sports drink. ○ Learners think of a name their drink and write up an ingredients list. 	<p>Human Kinetics- information of the effects of dehydration on athletes' performance. Dehydration and its effects on performance – Human Kinetics (</p> <p>National Library of Medicine- a study on the effects of hypotonic, isotonic and hypertonic solutions on continuous exercise. The Hydrating Effects of Hypertonic, Isotonic and Hypotonic Sports Drinks and Waters on Central Hydration During Continuous Exercise: A Systematic Meta-Analysis and Perspective - PMC</p>
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	<ul style="list-style-type: none"> ○ Learners go round the class and sample each others drinks to determine the class favourite. 	
A3 Diet	<p>Whole Class Teaching and Learning- Principles of a balanced diet</p> <ul style="list-style-type: none"> ○ Present the Eatwell Guide as a framework for balanced diets. ○ Discuss macronutrient ratios for various athletic needs, e.g., endurance athletes vs. strength athletes, the average person. ○ Develop a discussion into how micronutrients support a sport and exercise performer. <p>Project-based learning- Diet Diary</p> <ul style="list-style-type: none"> ○ Assign learners a task to track their diet for a set amount of time (e.g. 3 days, 1-week) using apps like MyFitnessPal and encourage they include all details of the food types consumed. ○ Discuss if the diet they have is in line with the recommended guidance from various sources (e.g., The Eatwell Guide, government guidance, food pyramid etc). ○ Learners to analyse theirs and peers’ food intake and suggest modifications for improvement. ○ Debate the suitability of their diet for specific sports groups (for performance and recovery). <p>Small-group activity- Influence of nutrition on health</p> <ul style="list-style-type: none"> ○ Divide the students into small groups (3-4) and give each group a type of chronic health condition that can be impacted by nutrition e.g. obesity, high cholesterol, cancer, heart disease, type II diabetes. ○ Each group must research the effect of nutrition on the health condition and negative impact on health. 	<p>NHS- the website outlines the 8 key tips to healthy eating from the NHS. 8 tips for healthy eating - NHS</p> <p>NHS- NHS advice on maintaining a balanced diet (The Eatwell Guide). The Eatwell Guide - NHS</p> <p>Government Publications- a resource which helps health and care professionals, and the wider public health workforce prevent ill health and promote wellbeing. Healthy eating: applying All Our Health - GOV.UK</p> <p>MyFitnessPal- This is a free app where students can track their diets and activity levels to determine their dietary needs. Calorie Tracker & BMR Calculator to Reach Your Goals MyFitnessPal</p>

	<ul style="list-style-type: none"> Each group presents their research to the rest of the class. 	
A4 Eating disorders	<p>Guest Speaker</p> <ul style="list-style-type: none"> Invite a healthcare professional to discuss symptoms, causes, prevention and support for people with eating disorders. This will allow learners to gain an insight into real-life examples and support available to individuals (e.g., BEAT, National Eating Disorders Association etc). <p>Individual activity- Research project</p> <ul style="list-style-type: none"> Learners are to research a specific eating disorder of their choice. The information must include the following: <ul style="list-style-type: none"> Symptoms/warning signs. How it impacts health What support is available for the individual? 	<p>NHS- the NHS website provides information on the various eating disorders. Overview – Eating disorders - NHS</p> <p>YouTube- one of England’s great Cricketers (Freddie Flintoff) explains how he kept an eating disorder secret for over 20 years. Freddie Flintoff reveals the eating disorder he has kept secret for over 20 years - BBC</p> <p>BEAT eating disorders- UK’s eating disorder charity that aims to end the pain and suffering of eating disorders in society. SPOT - Online Training for Schools - Beat</p>
A5 Digestion	<p>Whole Class Teaching and Learning- Overview of the digestive process</p> <ul style="list-style-type: none"> Teacher to explain each anatomical structure of the digestive system and the individual functions. Explore how the digestive system supports nutrient absorption for physical activity. <p>Project-based Learning- Build a digestive model</p> <ul style="list-style-type: none"> In small groups, learners are to create a functional digestive model using everyday materials (e.g., balloons for the stomach, paper towel tubes for intestines). 	<p>YouTube- a 3D video details and illustrates the flow of food when processed to digestion. Visible Body 3D Tour of the Digestive System</p> <p>Science Learning Hub- learners will have the opportunity to test their knowledge of the anatomical features of the digestive system on this website. Label the human digestive system — Science Learning Hub</p>

	<ul style="list-style-type: none"> ○ Alternatively, if the equipment is not available, learners could use cones and bibs to map out the digestive system and act as food traveling through the digestive system. They navigate stations representing different organs and actions. ○ An additional activity for the class could be developing an interactive storyboard where learners in their small groups create a comic strip or animation that follows food through the digestive process, and present as per the model task. ○ Learners must present their model to the class and explain the process of digestion through all anatomical structures. 	<p>BBC Bitesize- the digestive system. https://www.bbc.co.uk/bitesize/guides/zcttv9q/revision/4)</p>
<p>B1 Energy measures, sources and estimating body composition</p>	<p>Whole Class Teaching and Learning- Explain key terms</p> <ul style="list-style-type: none"> ○ Explain energy sources, measures (calories, kilojoules), and body composition metrics. ○ As a class, discuss which type of foods or nutrients contain higher amounts of energy with clear explanations to justify responses. <p>Whole class activity - Estimating body composition</p> <ul style="list-style-type: none"> ○ Introduce learners to the body composition and the norm values for men and women. ○ Provide appropriate demonstrations, and in small groups, allow learners to use the skinfold callipers to measure the various sites on the body appropriate for males and females. ○ Use the online calculator to estimate individual body fat percentage. ○ Learners are taught how to use of a Bioelectrical Impedance Analysis (BIA) tool. 	<p>BBC Bitesize- information, interactive game and video on food energy sources and measures. Food energy - Nutrition, digestion and excretion - KS3 Biology - BBC Bitesize</p> <p>Practical 1.3 - Investigate energy content of food - Nutrition and food tests (CCEA) - GCSE Biology (Single Science) Revision - CCEA - BBC Bitesize</p> <p>British Heart Foundation- The British Heart Foundation website provides 9 ways in which to measure body composition. 9 ways to measure body fat - BHF</p> <p>Omni Calculator- the website provides instructions and an interactive calculator to</p>

	<ul style="list-style-type: none"> ○ Discussion on the effect of dehydration on results of BIA and impact of women’s menstrual cycle on reliability of result. ○ Learners measure their height and weight and work out their BMI and compare to normative data. 	<p>enter skinfold results that calculate overall fat percentage. Skinfold Body Fat Calculator</p> <p>Marsden Weighing- the site allows learners to compare typical body fat percentages for elite athletes in a range of sports. Body Fat Percentages Of Different Athletes Marsden Weighing</p>
<p>B2 Energy balance</p>	<p>Whole class activity – Basal Metabolic Rate</p> <ul style="list-style-type: none"> ○ Introduce learners to metabolism, basal metabolic rate (BMR), the Harris–Benedict equation and the effect of activity levels on BMR. ○ Learners should be given worksheets, or use online calculators, to help them calculate their BMR. ○ Learners should then calculate their own BMR for their activity level. <p>Paired activity – Energy balance</p> <ul style="list-style-type: none"> ○ Ask learners to work in pairs to research energy intake and expenditure, comparing two different performers over a set period (e.g., a week or a day). ○ For both performers, learners should consider the type and duration of the sporting activity. ○ You could allocate each pair, two different sports performers, or allow them to select their own. ○ It may be useful for learners to produce a brief history for each performer, e.g., age, sex, selected sport, level of competition and time spent in action. ○ At the end of the lesson, each pair should present their information to the rest of the group. 	<p>BBC Bitesize- information on the terms associated with energy balance from BBC Bitesize. Energy balance equation to maintain healthy weight - Diet and nutrition - Edexcel - GCSE Physical Education Revision - Edexcel - BBC Bitesize</p> <p>Nutrium- the website explains the Harris-Benedict calculator and how to calculate BMR. Harris-Benedict Equation Calculator for Nutrition Professionals</p> <p>Longevity Technology- the site explains in detail various factors that affect BMR. 7 Factors Influencing Your Basal Metabolic Rate (https://longevity.technology/lifestyle/7-factors-influencing-your-basal-metabolic-rate/)</p>

	<p>Project-based learning- Energy balance journal</p> <ul style="list-style-type: none"> ○ Ask learners to track their energy intake and expenditure over a set amount of time (days/week(s)). ○ Learners to work out their BMR and then use the Harris-Benedict equation to calculate their overall BMR based on their activity levels. ○ Learners can use a range of free Apps to calculate the energy intake and expenditure and keep a log, where learners calculate and analyse the deficits/surpluses and discuss their impact on performance. <p>Paired Activity- Meal plan</p> <ul style="list-style-type: none"> ○ In pairs, learners are to create a weekly meal plan that maintains energy balance for a specific client. ○ Each pair in the class to have a contrasting client (e.g., adult wanting to lose excess body fat, client wanting to increase muscle mass, client preparing for a marathon run). ○ Encourage peer reviews of the plans with detailed critiques that can be used for class discussion. 	<p>MyFitnessPal- this is a free app where students can track their diets and activity levels to determine their dietary needs. Calorie Tracker & BMR Calculator to Reach Your Goals MyFitnessPal (https://www.myfitnesspal.com/)</p>
<p>C1 Performance-enhancing substances and drugs</p>	<p>Whole class and individual activity- Supplements</p> <ul style="list-style-type: none"> ○ Teacher to explain the difference between nutritional supplements and PEDs as well as the ethical, physiological, and legal aspects of supplements and PEDs. Use case studies to illustrate real-world consequences. ○ Teacher to introduce some supplements on the market (e.g., creatine monohydrate, sodium bicarbonate, beetroot juice, 	<p>Rupa Health- the site offers some benefits of some nutritional supplements on performance for athletes. Top Supplements for Athletes</p> <p>History- a summary of some of the most high-profile doping scandals in elite sport. 9 Doping Scandals That Changed Sports HISTORY</p>

	<p>BCAA's etc) and provide an overview of potential benefits to performance.</p> <ul style="list-style-type: none"> ○ Learners to be given an opportunity to investigate other nutritional supplements and present their finding to the class. ○ Group debate: Supplement Myths vs. Facts: divide the class into small groups/two groups and research common supplement claims and present findings, separating facts from marketing. Class discussion on moral standing regarding the use of supplements in training and performance. <p>Whole class and individual activity - PEDs and prohibited methods.</p> <ul style="list-style-type: none"> ○ The teacher to introduce examples of PEDs and prohibited methods for performance enhancement in sport and exercise, and their risks. ○ Learners to select a category of PEDs or prohibited methods and research the following: <ul style="list-style-type: none"> ○ Reasons for engaging in this activity. ○ Benefits to the performer and what type of performer would use the selected PED or prohibited method? ○ Negative aspects (physiological and morally). ○ Create a timeline of major PED scandals that summarise the effects on athletes and sports integrity. 	<p>YouTube- the documentary exposes the centralised doping scandal of the East Germans in the 1970's and 1980's. Doping Scandal East Germany 1970s Dangerous Secrets of Doping Documentary english su</p> <p>BBC- the article outlines what blood doping is and how police caught an athlete in the act. Nordic skiing: Blood doping scandal rocks sport as five athletes arrested - BBC News</p>
<p>C2 Anti-doping legislation and guidance</p>	<p>Whole class teaching and learning- Anti-doping policies</p> <ul style="list-style-type: none"> ○ Provide an in-depth overview of the anti-doping policies and legislation as outlined by WADA and UKAD, with specific reference to biological passports and testing procedures. 	<p>World Anti-Doping Agency (WADA)- this is the website of the international organisation which was co-founded by the governments of over 140 nations along with the International Olympic Committee.</p>

	<ul style="list-style-type: none"> ○ Learners to use this information and research further with specific roles of the anti-doping agencies to create a flowchart explaining anti-doping procedures. <p>Small group activity- Anti-doping cases</p> <ul style="list-style-type: none"> ○ In small groups, learners investigate a real-life anti-doping case. Teacher to provide a sample of cases so each group can be assigned a different one. ○ The groups need to provide the following information: <ul style="list-style-type: none"> ○ the role that WADA and/or the UKAD played in the case. ○ Intelligence and testing procedures used. ○ the legislative response. ○ consequences of doping on the athlete/team/country, sport and sponsors. ○ educational programmes used to and information available to athletes to inhibit the use of doping. ○ procedures for reporting suspected doping ○ Allow groups to present their cases to the class for further discussion. <p>Small group activity- Doping Investigation</p> <ul style="list-style-type: none"> ○ In pairs learners research an athlete that has been banned from competition due to use of banned drugs. ○ Learners research the <ul style="list-style-type: none"> ○ type of drug used ○ the potential benefits to performance ○ How the banned substance was detected ○ the negative health effects of taking the drug. ○ the type of ban imposed on the athlete 	<p>Raising the game for clean sport World Anti Doping Agency</p> <p>UK Anti-Doping (UKAD)- the website of the organisation responsible for protecting sport in the United Kingdom from doping. Protect Your Sport UK Anti-Doping</p> <p>YouTube- an interview with Dr Laura Lewis who outlines the purpose and procedures associated with the use of biological passports for elite athletes. USADA Pitch - The Athlete Biological Passport with Dr. Laura Lewis</p> <p>Statista- the website provides extensive data on doping from athletes on the world stage. Sports doping worldwide - statistics & facts Statista</p> <p>Enhanced Games- information on the proposed movement where athletes can use PEDs in a global games event. Home - Enhanced Games.</p>
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	<ul style="list-style-type: none"> ○ The learners present their research to the rest of the class. <p>Small group activity- Debate</p> <ul style="list-style-type: none"> ○ Divide the class into two teams: for-doping and against-doping, with the teacher and other learners used as a judging panel. ○ The aim of this task is to encourage discussion on whether drug in sport and exercise should be legalised, therefore allow learners time to research and create an argument and gather evidence for their case. ○ Once groups are ready, conduct a debate where groups can both deliver their cases and have the opportunity to cross examine the other groups evidence. ○ The judges decide the winner based on the accuracy and the effectiveness of their arguments. 	
<p>D1 Planning diets</p>	<p>Whole Class Teaching and Learning- Steps for diet planning specific to sports.</p> <ul style="list-style-type: none"> ○ Explore the diet planning steps for specific client goals (e.g. weight gain, fat loss etc). ○ Further investigate examples from a variety of populations (e.g., elderly people, compared to elite athletes etc. ○ Provide examples of how nutritional assessment tools can be utilised to provide initial data to assist in diet planning and discuss their effectiveness (e.g., food diary, questionnaires, body composition assessment). <p>Individual activity- Meal Plan</p> <ul style="list-style-type: none"> ○ Ask the learners to design a meal plan (2-4 weeks) for themselves that outlines the following: 	<p>National Library of Medicine- the article explains the ways in which dietary assessment can be undertaken. Dietary assessment toolkits: an overview - PMC</p> <p>YouTube- Ryan Murphy, former UDSA Olympic swimmer outlines his average daily dietary requirements. Everything a World Record Swimmer Eats in a Day Eat Like Men's Health (https://www.youtube.com/watch?v=F5cWIFDiSe4)</p>

	<ul style="list-style-type: none"> ○ aims of the plan (e.g., muscle gain, weight loss etc). ○ record meals and include an outline of the percentages of each nutrient. ○ Encourage the use of apps to assist with this. ○ Include any supplements (e.g., creatine, protein shakes etc) used, indicating the purpose of their use and any areas for concern if used too frequently. ○ With each meal, also include the costs and availability of the ingredients, therefore providing an overall cost for comparison of each learner’s meal plan. ○ Learners can then review and critique each other plans, and a judgement can be made based on the effectiveness, nutritional value and cost to the consumer (encourage feedback suggesting cheaper but equally nutritious alternatives). 	<p>MyFitnessPal- this is a free app where students can track their diets and activity levels to determine their dietary needs. Calorie Tracker & BMR Calculator to Reach Your Goals MyFitnessPal</p> <p>NHS- the document is an example of a food diary where learners can use this or adjust to specific to their needs. Slide 1</p> <p>National Institutes of Health- the website outlines the various supplements with pros and cons. Dietary Supplements for Exercise and Athletic Performance - Health Professional Fact Sheet</p>
<p>D2 Nutritional strategies to meet an individual’s needs</p>	<p>Guest speaker</p> <ul style="list-style-type: none"> ○ Invite a personal trainer or nutritionist in to discuss real-life strategies for individual clients. ○ This will allow for learners to ask questions based on the content they have learnt from this unit. <p>Whole class and individual activity- Nutritional strategies</p> <ul style="list-style-type: none"> ○ Teacher to explain the basic principles of the following nutritional strategies: <ul style="list-style-type: none"> ○ Carbohydrate loading ○ Protein intake and timing ○ Weight loss/gain 	<p>National Library of Medicine- the study explores the nutritional strategies that have been tested for female athletes for all aspects of performance. Nutritional Strategies for Optimizing Health, Sports Performance, and Recovery for Female Athletes and Other Physically Active Women: A Systematic Review - PubMed</p> <p>National Strength and Conditioning Association- an excerpt on the best</p>

	<ul style="list-style-type: none"> ○ Hydration management ○ Allow learners to discuss their own nutritional strategies when preparing for exercise or for recovery and use this information for the basis of class discussion with the view of deciding on alternate methods. <p>Paired activity- Dietary strategies</p> <ul style="list-style-type: none"> ○ In pairs, learners are to analyse and create a dietary strategy for a specific athlete (e.g. endurance athlete, power-based athlete, or an athlete who needs to lose or gain weight before an event). ○ Learners are to design a pre-, during-, and post-game/event nutrition plan for an athlete. ○ The pair must discuss how timing influences performance and recovery, which also considers hydration. ○ Present the plan to the class to stimulate further discussion. 	<p>procedure and benefits for carbohydrate loading. Carbohydrate Loading</p> <p>UK Sports Institute- the website provides examples of elite athlete meals Elite Athlete Nutrition Plans, & Recipes - UK Sports Institute</p> <p>Hyperion Exercise and Health- the website analyses the role of nutrient timing for performance and recovery. The Role of Nutrient Timing in Performance and Recovery</p>
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Delivering signposted transferable skills

There are no signposted transferable skills in this unit.

Resources

This section has been created to provide a range of links and resources that are publicly available that you might find helpful in supporting your teaching and delivery of this unit in the qualification. We leave it to you, as a professional educator, to decide if any of these resources are right for you and your students, and how best to use them.

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

Websites

BBC Bitesize – Revision quiz on digestion:

<https://www.bbc.co.uk/bitesize/topics/zv3ydnb/articles/zgndxg8#zn2gdnb>

British Nutrition Foundation – Information on different nutrients, their specific roles, and sources: <https://www.nutrition.org.uk/nutritional-information/>

Eload Sports Nutrition – How electrolyte solutions enhance sporting performance:

<https://eloadsportsnutrition.com/the-science-of-hydration-how-electrolyte-drinks-enhance-athletic-performance-and-endurance/>

Healthline – Comprehensive walkthrough of all aspects of sports

nutrition: <https://www.healthline.com/nutrition/sports-nutrition#myths-vs-facts>

Human Kinetics – Information on the effects of dehydration on athletes'

performance: <https://us.humankinetics.com/blogs/excerpt/dehydration-and-its-effects-on-performance?srsId=AfmBOopcdbd8XV5pN4Nx-WPuXGnoNTqATQDsR0tx9Sftb4EJFStH>

MyFitnessPal – Free app for tracking diets and activity levels:

<https://www.myfitnesspal.com/>

National Library of Medicine – Sport nutrition for young athletes:

<https://pmc.ncbi.nlm.nih.gov/articles/PMC3805623/>

National Library of Medicine – Study on the effects of hypotonic, isotonic, and hypertonic

solutions on continuous exercise: <https://pmc.ncbi.nlm.nih.gov/articles/PMC8803723/>

NHS – Eight key tips for healthy eating: <https://www.nhs.uk/live-well/eat-well/how-to-eat-a-balanced-diet/eight-tips-for-healthy-eating/>

NHS – The Eatwell Guide for maintaining a balanced diet: <https://www.nhs.uk/live-well/eat-well/food-guidelines-and-food-labels/the-eatwell-guide/>

Rupa Health – Benefits of nutritional supplements for athletes: <https://www.rupahealth.com/post/top-supplements-for-athletes>

The Association of UK Dietitians – Explains the role of dietitians in optimizing sports performance: <https://www.bda.uk.com/resource/how-does-nutrition-affect-olympic-athletes.html>

UK Sports Institute – Guide to nutritional balance for elite athletes: <https://uksportsinstitute.co.uk/wp-content/uploads/2021/07/Sports-Nutrition->

Textbooks

Adrienne Forsyth, Evangeline Mantzioris, Regina Belski- Nutrition for Sport, Exercise, and Performance: Science and Application 2024. ISBN 9781032342719

Gary Taubes- Good Calories, Bad Calories: Fats, Carbs, and the Controversial Science of Diet and Health 2008. ISBN 978-1400033461.

Joe Cannon- Nutrition Essentials: A Guidebook For The Fitness Professional 2014. ISBN 978-0692325247

Nick Tumminello- Strength Training for Fat Loss 2014. ISBN 978-1450432078.

Rhiannon Lambert- The Science of Nutrition: Debunk the Diet Myths and Learn How to Eat Well for Health and Happiness 2021. ISBN 978-0241506462.

Stephan J. Guyenet Ph.D.- The Hungry Brain: Outsmarting the Instincts That Make Us Overeat 2017. ISBN 978-1250081193.

Tom Venuto- Burn the Fat, Feed the Muscle: Transform Your Body Forever Using the Secrets of the Leanest People in the World 2013. ISBN 978-0804137843.

Unit 10: Business, Marketing and Technology for Personal Training

Unit overview

Unit 10: Business, Marketing and Technology for Personal Training	
Assessment type: Internal	
Learning Aim	Topics
A Investigate the use of business skills for personal training	A1 Producing a personal training business plan A2 Finance and accounting for business planning in personal training A3 Using IT for business planning in personal training A4 Marketing approaches, strategies and research for personal training A5 Developing a marketing plan
B Explore the use of technology for personal training	B1 Advances in fitness and training technology for the client B2 Advances in fitness and training technology for a personal trainer
C Explore business-related legislation and organisational procedures for personal training	C1 Business-related legislation for personal training C2 Ethics for a personal trainer C3 Professional behaviours for a personal trainer
Assessment overview <p>This unit is Internal assessed through an Authorised Assessment Brief (AAB). The AABs are there to provide an example of what the assessment could look like in terms of the feel, level of demand and integration of mandated evidence required of the assessment. Centres can use the AAB as provided by Pearson. Alternatively, centres may amend the AAB or create their own assignment if they are confident it enables learners to provide suitable and sufficient evidence to meet the stated standard of the assessment criteria and achieve the learning outcomes.</p> <p>A copy of each of these assessments can be downloaded from the qualification page on our website.</p>	

Common student misconceptions

There are no common misconceptions about this unit.

Learning Activities and Resources

This section offers a starting point for delivering the unit by outlining a logical sequence through the unit topics and suggesting practical activities and teacher guidance for covering the main areas of content during guided learning time. Transferable skills are integrated into various activities, with those embedded in a unit indicated by an acronym in square brackets. The acronym combines the letters from the broad skill area and the specific transferable skill, e.g., [IS-WC].

Please note that the activities provided below are suggestions and not mandatory.

Learning Topic	Activities and guidance for unit content delivery	Resources
<p>A1 Producing a personal training business plan</p>	<p>Whole Class Teaching and Learning – Introduction to business planning</p> <ul style="list-style-type: none"> ○ Introduce learners to the essential elements of a personal training business plan including: <ul style="list-style-type: none"> ○ business rationale ○ goals ○ objectives ○ target market ○ services ○ unique selling point (USP) ○ cash flow management. ○ Share examples for learners to identify elements and annotate to develop understanding. ○ Demonstrate how to use relevant IT applications, such as business plan software or templates, to structure and present a professional business plan. Identify tips for best practices and practices to avoid. <p>Small Group Activity – SWOT analysis application</p> <ul style="list-style-type: none"> ○ Divide learners into small groups to perform a SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) on a hypothetical personal training business. 	<p>Business Wales – Business Planning: Provides resources and support for business planning in Wales. Business Wales</p> <p>UK Government Business Plan Template: A comprehensive guide and template for creating business plans, suitable for small businesses and startups. GOV.UK</p> <p>Prince's Trust/Kings Trust: Offers resources and guidance for young entrepreneurs developing business plans. Kings Trust</p>

	<ul style="list-style-type: none"> ○ Each group record their analysis and share it in a virtual environment. ○ Peers review, following this facilitates a class discussion on identifying and addressing potential challenges and leveraging strengths and opportunities in a personal training business. <p>Individual Activity and Paired Activity - Developing a business plan outline</p> <ul style="list-style-type: none"> ○ Learners individually draft outlines for their personal training business plans, incorporating key elements such as business rationale, target market, services offered, and financial projections. ○ Learners exchange outlines with peers for constructive feedback, promoting collaborative learning and refinement of business planning skills. 	
<p>A2 Finance and accounting for business planning in personal training</p>	<p>Whole Class Teaching and Learning - Introduction to financial concepts</p> <ul style="list-style-type: none"> ○ Introduce key financial concepts relevant to personal training businesses, including <ul style="list-style-type: none"> ○ Budgeting ○ Forecasting ○ profit and loss statements ○ balance sheets ○ taxation (income tax, VAT) ○ national insurance ○ public liability insurance. ○ Discuss the differences between self-employed and employed statuses in the UK, highlighting their respective financial and legal obligations. ○ Use real-life contextualised examples to illustrate how accurate financial record-keeping supports legal compliance, tax payments, and business growth. Use visual-audio clips to support engagement. 	<p>HM Revenue & Customs (HMRC) – Official guidance on tax obligations for self-employed individuals in the UK. HMRC</p> <p>The Association of Independent Professionals and the Self-Employed (IPSE) – Support and advice for self-employed professionals, including financial management. IPSE</p> <p>The Money Advice Service – Guidance on budgeting and financial</p>

	<p>Small Group Activity – Financial data management</p> <ul style="list-style-type: none"> ○ Divide learners into small groups and assign each group a specific financial task, such as creating a budget forecast, preparing a profit and loss statement, or developing a pricing strategy (e.g., discounting, group offers, seasonal pricing). ○ Provide structure to simplify, and where possible provide electronic best practice templates to support understanding. ○ Provide sample financial data for groups to work with, ensuring they apply relevant financial concepts and calculations. ○ Each group presents their financial documents to the class, explaining their approach and the rationale behind their decisions. <p>Individual Activity – Financial data interpretation</p> <ul style="list-style-type: none"> ○ Provide learners with a set of financial statements from a hypothetical personal training business. ○ Assign tasks to interpret and analyse the data, identifying trends, potential issues, and opportunities for business growth. ○ Learners write a brief report summarising their findings and suggesting strategies to enhance the financial performance of the business. 	<p>planning for small businesses. The Money Advice Service</p>
<p>A3 Using IT for business planning in personal training</p>	<p>Whole Class Teaching and Learning – Introduction to IT applications in personal training</p> <ul style="list-style-type: none"> ○ Present an overview of how personal trainers can utilise information technology to support and manage clients effectively. ○ Discuss various IT tools and platforms, including online client-data-protection agreements, sales and invoicing systems (e.g., EMV payment methods, email invoicing), and websites for purchasing exercise sessions. ○ Introduce client and group management tools, such as social media messaging groups, online booking services (e.g., PTminder), and 	<p>PTminder – An example of a comprehensive online personal training software for scheduling, invoicing, and client management. PTminder</p> <p>Mindbody – An example platform offering business management software for personal trainers,</p>

	<p>methods for tracking retention levels through key performance indicators.</p> <p>Small Group Activity – Exploring IT tools for client management</p> <ul style="list-style-type: none"> ○ Divide learners into small groups, assigning each group a specific IT application relevant to personal training (e.g., online booking systems, invoicing software, client management platforms). ○ Each group researches their assigned tool, focusing on its features, benefits, and how it can enhance client management and business operations. ○ Groups prepare a brief presentation or demonstration to share their findings with the class, highlighting practical applications and potential challenges. <p>Individual Activity – Developing a digital client management plan</p> <ul style="list-style-type: none"> ○ Learners create a digital client management plan for a hypothetical personal training business, incorporating various IT tools discussed. ○ The plan should include strategies for record-keeping, sales and invoicing, class or client scheduling, retention tracking, session reminders, and data analysis. ○ Learners present their plans to the class, explaining their choices and how each IT tool will contribute to efficient business operations and enhanced client experiences. 	<p>including scheduling, client management, and payment processing. Mindbody</p>
<p>A4 Marketing approaches, strategies, and research for personal training</p>	<p>Whole Class Teaching and Learning – Introduction to marketing mix</p> <ul style="list-style-type: none"> ○ Introduce the four Ps of marketing; Product, Price, Promotion, and Place and discuss their application in personal training, utilise audio-visuals and relevant online content (e.g., CIM YouTube channel) 	<p>Chartered Institute of Marketing (CIM) – Provides comprehensive resources on marketing principles and practices. CIM</p> <p>Small Business Marketing Guide – GOV.UK – Offers guidance on</p>

	<ul style="list-style-type: none"> ○ Use sector-contextualised case studies of successful personal trainers to illustrate how each element of the marketing mix can be effectively utilised. ○ Provide a learning check to ensure understanding and example of application for each of the Ps. <p>Small Group Activity - Developing marketing strategies</p> <ul style="list-style-type: none"> ○ Divide learners into small groups and assign each group a specific marketing strategy (e.g., online presence, word-of-mouth promotion, local media). ○ Each group research with links to clear examples and develops a mini-strategy for a hypothetical personal training business, considering the target market, brand image, and promotional tactics. ○ Groups present their strategies to the class, facilitating peer learning and discussion on the effectiveness of different approaches. <p>Individual Activity and Paired Activity - Conducting market research</p> <ul style="list-style-type: none"> ○ Learners design and distribute an online questionnaire aimed at understanding potential clients' preferences and expectations regarding personal training services. ○ Trial survey on a peer and receive feedback using this to iterate the survey. ○ Learners then apply the survey to a wider group, they then analyse the collected data to identify trends and insights that can inform marketing decisions. ○ Prepare a brief report summarising findings and suggesting actionable marketing tactics based on the research. 	<p>marketing strategies for small businesses in the UK. GOV.UK</p>
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<p>A5 Developing a marketing plan</p>	<p>Whole Class Teaching and Learning – Introduction to marketing plan development</p> <ul style="list-style-type: none"> ○ Introduce the key components of a marketing plan, including: <ul style="list-style-type: none"> ○ business aims ○ target market identification ○ service offerings ○ marketing and promotional strategies ○ competition analysis ○ marketing goals (e.g., client acquisition, income targets) ○ methods for reviewing results. ○ Discuss the importance of aligning the marketing plan with the overall business objectives and how it supports the success of a personal training business. <p>Small Group Activity – Case study analysis</p> <ul style="list-style-type: none"> ○ Divide learners into small groups and provide each group with a case study of a personal training business. ○ Instruct groups to analyse the case study and identify the business's marketing aims, target market, services offered, promotional strategies, competition, marketing goals, and methods for reviewing results. ○ Each group presents their analysis to the class, highlighting the strengths and areas for improvement in the business's marketing plan. <p>Individual Activity – Developing a personal marketing plan</p> <ul style="list-style-type: none"> ○ Learners develop a marketing plan for their hypothetical personal training business, incorporating the key elements discussed. ○ Encourage learners to conduct market research to identify their target market and competition, define clear marketing goals, and outline strategies to achieve these goals. 	<p>Chartered Institute of Marketing (CIM) – Provides resources and guidelines on developing effective marketing plans. CIM</p> <p>Small Business Administration (SBA) – US agency that offers templates and examples of marketing plans for small businesses. US SBA</p> <p>Marketing Donut – Provides advice and resources on creating marketing plans for small businesses. Marketing Donut</p>
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	<ul style="list-style-type: none"> ○ Learners should also include methods for reviewing and evaluating the effectiveness of their marketing efforts. 	
<p>B1 Advances in fitness and training technology for the client</p>	<p>Whole Class Teaching and Learning – Introduction to Fitness Technology</p> <ul style="list-style-type: none"> ○ Present an overview of current fitness technologies, including wearable devices (e.g., smartwatches, heart rate monitors), fitness applications, and interactive fitness platforms. ○ Engage learners in a discussion about how these technologies can enhance client motivation and track progress, as well as potential limitations such as cost and accessibility. Prompt sharing of learners' lived experience of technology they have or currently use. <p>Small Group Activity – Hands-on exploration of fitness Technologies</p> <ul style="list-style-type: none"> ○ Organise learners into small groups, providing each group with different fitness technologies to explore. Examples include: <ul style="list-style-type: none"> ○ Wearable Technology: Devices like Apple Watches or Fitbit trackers. ○ Interactive Fitness Platforms: Systems such as Peloton bikes or Nintendo Wii Fit. ○ Mobile Fitness Applications: Apps like MyFitnessPal or Strava. ○ Each group assesses the functionality, user experience, and potential client benefits of their assigned technology. ○ Groups then present their findings to the class, highlighting how these technologies can be integrated into personal training programmes. <p>Individual Activity – Research and reflection on fitness technology trends</p> <ul style="list-style-type: none"> ○ Assign learners to research emerging trends in fitness technology, such as virtual reality workouts or AI-driven fitness coaching. 	<p>Sport England – Active Lives Survey: Presents data on physical activity levels and the adoption of fitness technologies in the UK. Active Lives</p> <p>Apple Watch – Apple Inc.: Information on features and benefits of the Apple Watch for fitness tracking. Apple Watch</p> <p>Peloton – Peloton Interactive, Inc.: Details on Peloton's connected fitness equipment and interactive classes. Peloton</p> <p>Oculus – Meta Platforms, Inc.: Overview of Oculus virtual reality products and their applications in fitness. Oculus</p>

	<ul style="list-style-type: none"> ○ Learners write a summary of how these advancements could influence client engagement and the delivery of personal training services. 	
<p>B2 Advances in fitness and training technology for personal trainers</p>	<p>Whole Class Teaching and Learning – Introduction to training technology for personal trainers</p> <ul style="list-style-type: none"> ○ Introduce various technological tools and platforms that assist personal trainers in supporting, monitoring, managing, and motivating clients. ○ Discuss the benefits of producing online personal training content, such as tutorials, exercise videos, nutritional advice, direct online contact, and online challenges. ○ Demonstrate how to compare client fitness data against expected results or health ranges using online normative data tables, calorie consumption calculators, and body composition analysis tools like Bioelectrical Impedance Analysis (BIA). <p>Small Group Activity – Exploring online personal training tools</p> <ul style="list-style-type: none"> ○ Divide learners into small groups, assigning each group a specific aspect of online personal training (e.g., creating exercise videos, providing nutritional advice, conducting online challenges). ○ Each group researches and presents how to effectively implement their assigned aspect, including the necessary technology and best practices. ○ Encourage groups to explore various platforms and tools that facilitate online personal training, discussing their features, advantages, and potential challenges. <p>Individual Activity – Analysing client data for programme improvement</p> <ul style="list-style-type: none"> ○ Provide learners with sample client fitness data, including metrics such as activity levels, calorie consumption, and body composition. 	<p>National Academy of Sports Medicine (NASM) – Offers resources on integrating technology into personal training practices. NASM Blog</p> <p>FitBudd – Provides insights into AI tools for personal trainers to enhance fitness businesses. FitBudd</p>

	<ul style="list-style-type: none"> ○ Ask learners to analyse the data, compare it against normative ranges, and suggest specific improvements to enhance the client's fitness programme. ○ Encourage learners to consider how technological tools can aid in this analysis and the development of tailored recommendations for clients. 	
<p>C1 Business-related legislation for personal training</p>	<p>Whole Class Teaching and Learning – Introduction to business legislation</p> <ul style="list-style-type: none"> ○ Introduce key work-related legislation pertinent to personal trainers, including health and safety laws, public liability insurance requirements, and the necessity of affiliations with national governing bodies (NGBs) such as the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA). ○ Discuss the importance of obtaining a Disclosure and Barring Service (DBS) check when working with young people or vulnerable adults, and the relevance of health and safety qualifications and training. ○ Explain the process and significance of conducting risk assessments for facilities and equipment to ensure client safety. ○ Highlight the importance of adhering to data protection and confidentiality laws, referencing the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018. <p>Small Group Activity – Case study analysis</p> <ul style="list-style-type: none"> ○ Divide learners into small groups and provide each group with a case study involving a personal trainer facing a legal or ethical dilemma related to the discussed legislation. ○ Groups analyse the case, identify the legal issues involved, and propose appropriate actions the personal trainer should take to comply with relevant laws and uphold professional standards. 	<p>Health and Safety Executive (HSE) – Provides comprehensive information on health and safety legislation relevant to personal trainers, including risk assessment guidelines and training resources. HSE</p> <p>Information Commissioner's Office (ICO) – Offers detailed guidance on data protection laws, including the UK GDPR and Data Protection Act 2018, essential for maintaining client confidentiality. GOV.UK</p> <p>Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) – The professional body for sport and physical activity practitioners in the UK, providing</p>

	<ul style="list-style-type: none"> ○ Each group presents their analysis and recommendations to the class, facilitating a discussion on best practices and common challenges in adhering to business-related legislation. <p>Individual Activity – Personal compliance checklist</p> <ul style="list-style-type: none"> ○ Learners create a personal compliance checklist tailored to their future roles as personal trainers. ○ The checklist should include essential legal requirements such as obtaining necessary insurance, completing health and safety training, conducting regular risk assessments, ensuring data protection compliance, and obtaining DBS checks when applicable. ○ Learners reflect on the steps they need to take to meet these requirements and set personal goals for achieving full compliance. 	<p>information on professional standards and affiliations. CIMSPA</p> <p>Disclosure and Barring Service (DBS) – Provides information on obtaining DBS checks, necessary for personal trainers working with young people or vulnerable adults. GOV.UK</p>
<p>C2 Ethics for a personal trainer</p>	<p>Whole Class Teaching and Learning – Understanding professional ethics</p> <ul style="list-style-type: none"> ○ Introduce the concept of professional ethics in personal training, emphasising the importance of adhering to a professional code of conduct. ○ Discuss the role of professional membership with bodies such as the Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) and the benefits of such affiliations. ○ Highlight the boundaries of the personal trainer's role, including recognising when to refer clients to medical professionals or other qualified fitness experts. <p>Small Group Activity – Analysing ethical scenarios</p> <ul style="list-style-type: none"> ○ Divide learners into small groups and provide each group with different scenarios that present ethical dilemmas relevant to personal training. 	<p>Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) – The professional body for sport and physical activity practitioners in the UK, code of conduct. CIMSPA</p> <p>UK Coaching - Offers guidance on ethical coaching practices and professional development. UK Coaching</p>

	<ul style="list-style-type: none"> ○ Instruct each group to analyse their assigned scenario, identifying the ethical issues involved and determining appropriate actions based on professional codes of conduct. ○ Facilitate group presentations of their analyses, followed by a class discussion to explore various perspectives and reinforce ethical decision-making. <p>Individual Activity – Reflecting on personal conduct</p> <ul style="list-style-type: none"> ○ Encourage learners to reflect on their behaviours and attitudes in the context of the personal trainer's code of conduct. ○ Have learners write a brief self-assessment, identifying areas where they excel and areas needing improvement to align with ethical standards. ○ Prompt learners to set personal goals for enhancing their professional conduct and ethical decision-making skills. ○ 	
<p>C3 Professional behaviours for a personal trainer</p>	<p>Whole Class Teaching and Learning – Introduction to professional behaviours</p> <ul style="list-style-type: none"> ○ Discuss the importance of professional behaviours in personal training, emphasising client safety and well-being. ○ Introduce key legal responsibilities, including health and safety at work, equality and diversity, safeguarding, and data protection. ○ Explain the significance of informed consent and the necessity of obtaining a Physical Activity Readiness Questionnaire (PAR-Q) or health commitment statement from every client. Learners complete and review the process so that they have an end-to-end understanding. <p>Small Group Activity – Case study analysis</p> <ul style="list-style-type: none"> ○ Divide learners into small groups and provide each group with a case study highlighting potential ethical dilemmas or legal issues in personal training. 	<p>CIMSPA – The Chartered Institute for the Management of Sport and Physical Activity: Provides guidelines on professional standards and conduct for personal trainers. CIMSPA</p>

	<ul style="list-style-type: none"> ○ Groups analyse the case, identifying breaches of professional conduct and suggesting appropriate actions to rectify the situation. ○ Each group presents their findings, fostering a class discussion on best practices and the importance of adhering to professional standards. <p>Individual Activity – Personal reflection and action plan</p> <ul style="list-style-type: none"> ○ Learners reflect on their understanding of professional behaviours and identify areas for personal development. <p>Each learner creates an action plan outlining steps to enhance their professional conduct, including strategies for staying updated on legal responsibilities and ethical standards.</p>	
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Delivering signposted transferable skills

There are no signposted transferable skills in this unit.

Resources

This section has been created to provide a range of links and resources that are publicly available that you might find helpful in supporting your teaching and delivery of this unit in the qualification. We leave it to you, as a professional educator, to decide if any of these resources are right for you and your students, and how best to use them.

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

Websites

Apple Watch – Features and benefits of the Apple Watch for fitness tracking, including heart rate monitoring, activity tracking, and personal health insights:

<https://www.apple.com/apple-watch>

British Heart Foundation – Information on cardiovascular health and the benefits of regular exercise in preventing heart disease and related conditions:

<https://www.bhf.org.uk>

Business Wales – Business Planning – Offers resources and support for creating business plans, including guidance tailored to small businesses and startups in Wales:

<https://www.businesswales.gov.wales>

Chartered Institute of Marketing (CIM) – Provides resources on marketing principles, professional standards, and practices, including online marketing strategies for businesses: <https://www.cim.co.uk>

Chartered Institute for the Management of Sport and Physical Activity (CIMSPA) – Professional body for sport and physical activities workers, offering guidelines on professional standards and membership: <https://www.cimspa.co.uk>

GOV.UK – Small Business Marketing Guide – Offers marketing guidance for small businesses, including online presence and marketing strategies: <https://www.gov.uk>

Health and Safety Executive (HSE) – Comprehensive information on health and safety legislation relevant to personal trainers, including risk assessment guidelines and training resources: <https://www.hse.gov.uk>

Information Commissioner's Office (ICO) – Guidance on data protection laws, including the UK GDPR and Data Protection Act 2018, essential for client confidentiality:

<https://www.ico.org.uk>

Mindbody – Business management software for personal trainers, including features for scheduling, client management, and payment processing:

<https://www.mindbodyonline.com>

National Academy of Sports Medicine (NASM) – Provides resources on integrating technology and best practices in personal training: <https://www.nasm.org>

Office for National Statistics (ONS) – Offers data on physical activity levels and fitness trends, including the adoption of fitness technologies in the UK: <https://www.ons.gov.uk>

PTminder – Online personal training software that supports client scheduling, invoicing, and overall client management: <https://www.ptminder.com>

Sport England – Active Lives Survey – Data on physical activity levels in England and insights into the adoption and benefits of fitness technologies:

<https://www.sportengland.org>

UK Coaching – Resources on developing professional standards, including ethical coaching practices and professional conduct for fitness professionals:

<https://www.ukcoaching.org>

Textbooks

Goodman, J., Ignite the Fire: The Secrets to Building a Successful Personal Training Career, 2015 (ISBN 978-1505787610)

Mackenzie, B., Galpin, A., & Ingram, P., Unplugged: Evolve from Technology to Upgrade Your Fitness, Performance & Consciousness, 2017 (ISBN 978-1628602616)

National Strength and Conditioning Association (NSCA), NSCA's Essentials of Personal Training, 3rd Edition, Human Kinetics, 2021 (ISBN 978-1-4925-9672-1)

McCall, P., Smarter Workouts: The Science of Exercise Made Simple, 2018 (ISBN 978-1492567882)

5. Pearson Qualification Support and Resources

This section provides information on support and resources that are available on the Pearson website for this qualification.

Authorised Assignment Briefs (AABs)

These assignments are set by Pearson and marked internally by the centre. They can be used and adapted by centres for all internal assessments on the course.

Specification

This document contains an overview of the qualification, qualification purpose and structure, units including content and assessment, planning and implementing the qualification, qualification grade, glossary of terms used for internally assessed units, Transferable skills framework, digital skills framework, sustainability framework.

Current Pearson training

Available training sessions can be booked here. On the left-hand side of the screen, select the qualification 'BTEC National' and subject. Where current training is available a list of titles, an overview of the training and dates will be provided giving teachers the option to select and book onto relevant sessions.

Transferable Skills Guide for Teachers

This guide provides an overview of the BTEC Transferable Skills Framework and how it has been used to integrate the delivery of these skills in the new suite of BTEC Level 3 and Level 2 qualifications starting in 2025.

Transition Guides

This guide provides an overview of what's new in the qualification, a comparison of the previous qualification to this new qualification, an overview of the assessment approach, a mapping guide to show where content is the same, updated or new.

Purpose Statement

This provides an overview of the qualification's key details. It outlines what students will study, the knowledge and skills they will develop, and any related subjects that complement the qualification. It also highlights potential progression routes for further

learning and lists the Higher Education Institutes that have formally expressed their support and recognition for the qualification.

Subject Adviser

A dedicated subject adviser available throughout the year so please do get in touch if you would like any support or guidance with:

- Planning your courses
- Overview of BTEC quality assurance processes
- Suggested resources
- Teaching and Assessment of internal units and components
- Teaching external units and components
- The training and support materials we have available.

Annexe

BTEC Key Terms

GLH – Guided Learning Hours, time the students have supervised teaching and learning

IV – Internal Verification, for internal quality assurance

Lead IV – the person responsible for the internal quality assurance across a qualification or programme subject area.

AAB – Authorised Assessment Brief, used for summative internal assessments

SV – Standards Verification, for external quality assurance

Transferable Skills

Managing Yourself

Acronym	
MY-TPR	Taking Personal Responsibility
MY-PS&R	Personal Strengths and Resilience
MY-COP	Career Orientation Planning
MY-PGS	Personal Goal Setting

Effective Learning

Acronym	
EL-MOL	Managing Own Learning
EL-CL	Continuous Learning
EL-SRS	Secondary Research Skills
EL-PRS	Primary Research Skills

Interpersonal Skills

Acronym	
IS-WC	Written Communications
IS-V&NC	Verbal and Non-verbal Communications
IS-T	Teamwork
IS-C&SI	Cultural and Social Intelligence

Solving Problems

Acronym	
SP-CT	Critical Thinking
SP-PS	Problem Solving
SP-C&I	Creativity and Innovation

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For information about Pearson Qualifications, including Pearson Edexcel and BTEC qualifications visit [qualifications.pearson.com](https://www.pearson.com/qualifications)

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