



A Guide to completing the LAP (PT) Level 3

Welcome back to the Boffit PT Academy Learner Achievement Portfolio. The LAP will guide learning throughout the PT Diploma Level 3. Everything a learner needs to know is in this easy to follow document and we are available to support the learner journey and feedback on completed LAPs at team@boffit.co.uk

Getting Started:

It is best practice to download the LAP onto desktop and edit answers from a PC or Laptop using the latest version of adobe reader or preview applications. Don't forget to save your work at regular intervals.

This will enable the learner to easily send the LAP via email to their tutor support for review and feedback. Units 1-4 on the AIQ learner platform will be your main source of information.

If a learner prefers to print and complete the LAP using traditional writing skills then please use a ballpoint pen, DO NOT USE PENCIL as this will not pass the verification process and may cause delays in being certified.

Please sign the LAP on page 4 in the learner declaration.

| Declaration | | Name | Signature | Date |
|--|--|------|-----------|------|
| Learner's agreement: I agree to be assessed according to the assessment plan and am happy that any additional support I require has been discussed and a separate plan put in place for this. I declare that all of the evidence (listed in the assessment plan) that will be produced for this portfolio will be my own unaided work. | | | | |

Top Tip 1:

The Marking criteria, pages 24 & 25, provide the learner with a breakdown of content required. When completing the LAP the learner should take a look at the marks awarded per question.

| Possible marks | Actual marks |
|------------------------|--------------|
| 5 (minimum 4 marks) | |

If 5 marks are awarded make sure the answer has 5 relevant parts to it. The minimum mark is required to pass the question.

Top Tip 2:

If there is an empty box - fill it in!

Complete Worksheets:

Applying the principles of nutrition to a physical activity programme

& Programming personal training with clients, P7 – 23.

Top Tip 3:

The case study - learner guidance, p 5&6, informs the learner of the 6 keys steps to follow to complete the LAP. The learner should include detailed information on each of the 6 steps for the case study. There are no marks awarded for missing any steps or adding additional information not required at level 3.

The aim of the case study is to ensure that it flows in relation to the client's needs.

- The SMART goals must be relevant to the client's physical measurements.
- The predictive overview provides a full explanation of how your programme builds on progressing towards your client's goals with your justifications on your choices of training phases, systems and equipment.
- The programme cards must then relate back to your predictive explanation.

Complete Task:

Client Interview, pages 8-9

The learner should use a real person – A family member or friend throughout this section. They will not have to complete any of the practical's unless you wish to use them for your observed practical session.

The learner must research and record two fitness and/or physical tests that relate to their client goals.

Top Tip 4:

Classification should be added to any screen test used, i.e. BP of 120/80 = Optimal Level

Complete Tasks:

Physical activity readiness questionnaire (PAR-Q), p.10-11

The client must sign and date the PARQ, a witness signature is only required if the client is under 18.

Informed consent, p. 13

After reading the health commitment statement and informed consent form. The client must sign and date to confirm that they are happy to proceed with training.

Client Analysis, p14

Top Tip 5:

Using a stages of change question table like the one below will help the learner to determine which stage their client is currently in.

Please circle the answer that best describes your current level of physical activity.

For the purposes of this questionnaire, being physically active means doing activities such as walking, playing sport, cycling, or dancing for at least 20 minutes, 3 to 5 times a week.

| | |
|--|-------------------------|
| 1. I am not physically active and I don't plan on doing any physical activity in the near future | Yes = Pre-contemplation |
| 2. I am not active at the moment but I am thinking about being more active | Yes = Contemplation |
| 3. I am preparing to do more activity and intend to start in the next month | Yes = Preparation |
| 4. I have been physically active for less than 6 months | Yes = Action |
| 5. I have been physically active for more than 6 months | Yes = Maintenance |

Adapted from Marcus et al [19].

Goal Setting with SMART Goals, p15

As with Level 2 when setting out goals the learner will need to work with a client and collect information in order to agree appropriate Short term, Medium term and Long-term SMART Goals. Level 3 also requires the client's Nutrition SMART goals, therefore there must be 6 goals in total.

SMART requirements:

Specific - The goal must be clear and concise

Measurable - There must be a way of clearly comparing start and finish points

Achievable - Both parties need to be in agreement that the goal is achievable based on the client's current starting position

Realistic - The specific objective must be attainable within the time frame set for that client (e.g. Kate Moss probably would struggle to lose 8lbs in 8 weeks)

Timed - An exact, agreed amount of time must be set to focus efforts (e.g. In 6 weeks or by 1st May 2020)

When planning SMART goals it is important that the learner understands the two types of goals to plan.

1. Process Goals - these types of goals have a measure, which can be related to the

process of completing something (e.g. 3 times per week exercise for 40 minutes). They are easy to set measures, easy to follow and success can be seen as you go along (e.g. you know if you have done 2/3 sessions for the week that you are nearly there).

2. Outcome goals - these types of goals are related to an outcome or end product (e.g. lose 3lbs, lose an inch off your waist). Outcome goals are often set and then the measures are not related to the specific outcome (the most obvious is when someone asks to lose weight, a trainer measures success by weight loss. The client begins training and puts on half a stone due to increased muscle and feels like they have failed).

The learner will need to include 3 SMART Goals (Short, Medium and Long). The goals recorded must show how they meet all of the S.M.A.R.T requirements in one sentence, for example,

Specific - *"My client wants to lose 8lbs in 8 weeks"*

Measurable - The client's progress can be measured in relation to this goal by recording her body weight on a weekly basis, before the final training session of each week on a Friday morning.

Achievable - This goal is manageable within the designated time frame as it allows for a safe weight loss of 1lb per week

Realistic - Again this is a realistic goal for appropriate weight loss in the allocated time

Timed - The goal has been set for 8 weeks time

To plan for 6 SMART Goals learners are advised to use the SMART goal builder to complete both the physical and nutritional goals for short, medium and long term. These sheets can be submitted in addition to the LAP.

Examples of a short- and long-term fitness are below.

The SHORT TERM SMART Goal (One Sentence)
To attend the Gym 3 times a week for the next 6 weeks

| | |
|-------------------------------|---|
| S _{PECIFIC} | The goal is specific as it clearly states that they will attend the gym 3 times per week |
| M _{EASURABLE} | The goal is measureable as it can be monitored with an activity log |
| A _{CHIEVABLE} | The goal is achievable as my client has said they can find three hours a week to train as a minimum and they already attend once a week |
| R _{EALISTIC} | The goal is realistic as it is an increase in the current activity and is realistic as the client has the ability to attend |
| T _{IMEBOUND} | The goal has a clear deadline of 6 weeks |

The LONG TERM SMART Goal (One Sentence)
To drop a dress size from a size 16 to a size 12 in 12 months ready for 50th birthday party on the 25th May

| | |
|-------------------------------|--|
| S _{PECIFIC} | The goal is specific as it clearly states the client will drop from a Size 16 to a Size 12 dress |
| M _{EASURABLE} | The goal is measureable as the client will either be able to fit into a size 12 dress by her birthday party or not |
| A _{CHIEVABLE} | The goal is achievable as it is dropping 3 dress sizes in a yearlong period which is gradual weight loss through activity and nutrition |
| R _{EALISTIC} | The goal is realistic as it is a gradual decrease which will be achieved through the clients lifestyle changes to nutrition and activity |
| T _{IMEBOUND} | The goal clearly states 12 months at the 25 th May |

PT SMART Goals

The SHORT TERM PHYSICAL SMART Goal (One Sentence)

| | |
|-----------|--|
| SPECIFIC | |
| EASURABLE | |
| CHIEVABLE | |
| REALISTIC | |
| IMEBOUND | |

Learner Name

Signature

Date

Assessor Name

Signature

Date

GYM SMART Goals

The MEDIUM TERM PHYSICAL SMART Goal (One Sentence)

| | |
|--|--|
| The MEDIUM TERM PHYSICAL SMART Goal (One Sentence) | |
| SPECIFIC | |
| EASURABLE | |
| ACHIEVABLE | |
| REALISTIC | |
| TIMEBOUND | |

Learner Name

Signature

Date

Assessor Name

Signature

Date

GYM SMART Goals

The LONG TERM PHYSICAL SMART Goal (One Sentence)

| | |
|--|--|
| The LONG TERM PHYSICAL SMART Goal (One Sentence) | |
| SPECIFIC | |
| EASURABLE | |
| ACHIEVABLE | |
| REALISTIC | |
| TIMEBOUND | |

Learner Name

Signature

Date

Assessor Name

Signature

Date

The SHORT TERM SMART NUTRITIONAL Goal (One Sentence)

| | |
|-----------------------|--|
| | |
| S PECIFIC | |
| M EASURABLE | |
| A CHIEVABLE | |
| R EALISTIC | |
| T IMEBOUND | |

Learner Name

Signature

Date

Assessor Name

Signature

Date

The MEDIUM TERM SMART NUTRITIONAL Goal (One Sentence)

| | |
|-----------------------|--|
| | |
| S PECIFIC | |
| M EASURABLE | |
| A CHIEVABLE | |
| R EALISTIC | |
| T IMEBOUND | |

Learner Name

Signature

Date

Assessor Name

Signature

Date

The LONG TERM SMART NUTRITIONAL Goal (One Sentence)

| | |
|-----------------------|--|
| S PECIFIC | |
| M EASURABLE | |
| A CHIEVABLE | |
| R EALISTIC | |
| T IMEBOUND | |

Learner Name

Signature

Date

Assessor Name

Signature

Date

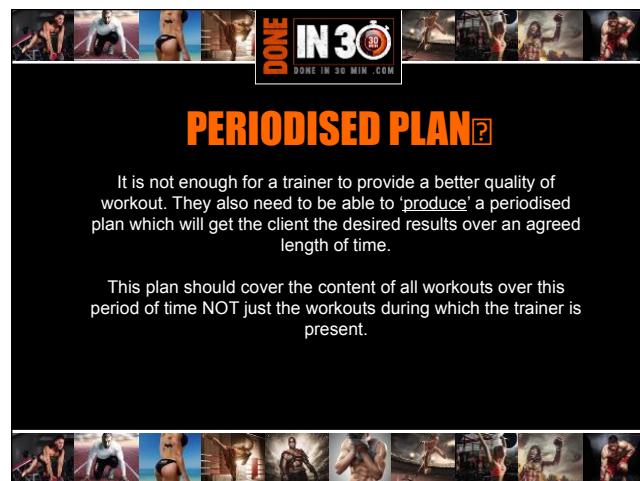
Complete Worksheet: Predictive Programme Review, page 16

Programme Cards x 2, pages 17-22

Top Tip 6:

A Progressive Programme should demonstrate Periodisation over a minimum 8-week period, 2 Programmes x 4 weeks each, the second being an increase on the first. The learner must demonstrate how a programme progresses week to week.

29/10/17



1



Complete for Predictive Overview, answer FIIT questions for Programmes 1 and 2

| | CV | Resistance |
|-------------------|--|--|
| F requency | <ul style="list-style-type: none"> • How many times a week are they training CV? | <ul style="list-style-type: none"> • How many times a week are they training resistance? • Are you doing a split programme? If so how is it being split? |
| I ntensity | <ul style="list-style-type: none"> • What % MHR are you using and why? • What Zone are they training in? and why have you chosen that zone? • How has the intensity progressed from the previous programme card? | <ul style="list-style-type: none"> • What rep range are you using and why? • Is it low or high intensity? • What rest will you be using? • Are certain training methods in your programme to increase intensity? • How has the intensity progressed from the previous programme card? |
| T ime | <ul style="list-style-type: none"> • How long are you spending on CV? And why? • How long are you spending on your Warm up and why? • Has the time progressed since last programme card? • If doing intervals why have you chosen x time for rest and x time for work? | <ul style="list-style-type: none"> • How long is the resistance section of your programme? • Is resistance the main focus of your plan or CV and why? • What rest will your client be getting? |
| T ype | <ul style="list-style-type: none"> • What methods of training have you chosen and why? • Do they relate to the client interview? • How does it differ to the previous programme card and why? | <ul style="list-style-type: none"> • What methods of training have you chosen and why? • Do they relate to the client interview? • How does it differ to the previous programme card and why? |

Predictive Programme Overview Example for CV & Resistance

| | |
|-------------------|--|
| | CV |
| F requency | <p>Week 1-4:</p> <ul style="list-style-type: none"> • Training CV Interval 2 x times a week <p>Week 4-8:</p> <ul style="list-style-type: none"> • Training CV Interval 2 x times a week |
| I ntensity | <p>Week 1-4:</p> <ul style="list-style-type: none"> • MHR 65% - 70% to get client used to CV workout • Training in Aerobic Zone to maximise client goals of weight loss and fitness <p>Week 4-8:</p> <ul style="list-style-type: none"> • MHR 70% - 80% to maximise CV workout • Training in Aerobic Zone to maximise client goals of weight loss and fitness • Intensity has increased from programme 1 to avoid plateau effect and maximise clients chances of success towards goal |
| T ime | <p>Week 1-4:</p> <ul style="list-style-type: none"> • 26 minutes per session for intervals to gain maximum benefits with at least 6-10 minutes warm up to prepare for sessions and prevent injury. • 2 min slow build up then 20 secs on and 40 seconds recovery x 10 with 2 mins recovery then repeat <p>Week 4-8:</p> <ul style="list-style-type: none"> • Switch to HIIT to maximise client goals and avoid plateau and include extra set 38 mins per session • 2 min slow build up then 40 secs on and 20 seconds recovery x 10 with 2 mins recovery then repeat x 2 |
| T ype | <ul style="list-style-type: none"> • Treadmill as comfortable for the client • Can use studio area as an alternative |

| | Resistance |
|-------------------|---|
| F requency | <p>Week 1-4:</p> <ul style="list-style-type: none"> • Training Muscle Endurance 2 x times a week <p>Week 4-8:</p> <ul style="list-style-type: none"> • Training Muscle Endurance 3 x times a week |
| I ntensity | <p>Week 1-4:</p> <ul style="list-style-type: none"> • 65% 1RM to get client used to resistance workout • Training Muscle endurance to maximise client goals of weight loss and fitness <p>Week 4-8:</p> <ul style="list-style-type: none"> • 70% - 1RM to get client • Training Muscle endurance to maximise client goals of weight loss and fitness • Intensity has increased from programme 1 to avoid plateau effect and maximise clients chances of success towards goal |
| T ime | <p>Week 1-4:</p> <ul style="list-style-type: none"> • 12 reps, time under tension 2-1-2, rest 30 secs and repeat for 2nd set <p>Week 4-8:</p> <ul style="list-style-type: none"> • 12 reps, time under tension 2-1-2, rest 30 secs and repeat for 2nd and 3rd set |
| T ype | <ul style="list-style-type: none"> • Pre Exhaust • Drop sets • Can use for giant and tri sets as an alternative |

Example Programme Card for Level 3

Learner must understand how to manipulate tempo, intensities, reps/sets and rest periods depending on the training system chosen and phase of training.

| Main resistance training section | | | | | |
|---|-------------------|-------------------|--|--|---|
| | Exercise: | Training system | Equipment: | Sets / reps: | Teaching points: |
| CORE | 1 Bench Press | Forced reps | Bench, barbell, squat rack, weight plates, clips | 2-3 sets, 12-15 reps (70% of 1RM) Assisted between 8-12 reps Time under tension: 2-1-2 30-45 secs 90kg | Keep your hands equal distances apart on the bar, retract the scapulae, breathe in on the way down and breathe out on the way up. When the PT gives you the bar, when you are comfortable, say 'my bar' and they will say 'your bar' to acknowledge this. |
| | 2 Pull-ups | Eccentric loading | Pull up bar, plyo box | 4 sets, 6 reps Time under tension: 1-1-5 45 secs rest Bodyweight | Start at the top of the pull-up movement, and lower yourself onto the plyo box on the count of 5. After this, bring yourself back up to the starting position |
| | 3 Leg Press | Pyramid | 45 degree leg press, weight plates | 3 sets, 12 reps, 10 reps, 8 reps (60%, 65%, 70% of 1RM) Minimal rest Time under tension: 2-1-2 60%- 211kg 65%- 229kg 70%- 247kg | Keep your feet equal distance apart on the plate, midway up the plate. Point your toes out slightly. When you push your legs out, do not fully extend them. Breathe in on the way down and breathe out on the way up. |
| | 4 Bicep Curl | Super set | E-Z Bar, weight plates, clips | 3 sets, 12 reps (60-70% of 1RM) Time under tension: 2-1-2 60%- 25.5kg 65%- 27kg 70%- 29.75kg | Step into a slightly knees bent position, so that your body stays rigid. Keep your elbows tucked in. Curl the bicep right up as far as you can and then bring it down again. Breathe in on the way down and breathe out on the way up (as you exert) |
| | 4 Tri-Pulldown | Super set | Cable machine, rope attachment | 3 sets, 12 reps (60-70% of 1RM) Time under tension: 2-1-2 60%- 19.5kg 65%- 21kg 70%- 22kg | Keep one foot behind the other to stabilise your body. Keep your elbows tucked in. Breathe out as you exert the motion. Fully extend your arms down to your hips and squeeze your triceps at the bottom |
| | Plank | Core | Mat area | 3 sets of 1 min Bodyweight 30-45 secs rest | Keep your body still, keep a steady breathing pattern, try not to let your body drop too much and don't have it too high up. |
| | | | | | |
| Cool down (appropriate stretches listed below): | | | | | |
| CV equipment / activity: | | Time: | Workload / target training zone: | | Teaching points: |
| Stair climber | | 5-6 mins | 60-50% of MHR 120-100bpm RPE: 6-5 | | Keep your eyes forward, use the two safety steps to step on and off machine |

| Main resistance training section | | | | |
|---|-----------------|--------------------------------|--|--|
| Exercise: | Training system | Equipment: | Sets / reps: | Teaching points: |
| Pull-ups | Super set | Pull up bar | No break between pull-ups and pressups, with 30-45 secs rest, then complete them again. | Start at the bottom of the bar, pull yourself up right to the top so you can't any further, then lower back down. Breathe in on your way down and breathe out on your way up. |
| Press-ups | Super set | Mat area | 3 sets, 8-10 reps No break between pull-ups and pressups, with 30-45 secs rest, then complete them again. | Keep hand shoulder width apart, bring yourself down to the floor and back upright again. Breathe in on the way down and out on the way up. |
| Squats | Drop set | Squat rack, bar, weight plates | 12 reps at 70% of 1RM, 45 secs rest, 12 reps of 70%, then drop weight by 5% of 1RM 3 times, time under tension: 2-1-2 Minimal rest in between sets, only while dropping weights, don't let knees come in, keep heels out too | Keep the bar on your back, squat right down to 90 degrees and then extend again. Breathe in on the way down and out on your way up. |
| Shoulder press | Tri set | Dumbbells | 12 reps at 60% of 1RM, then straight into next exercise, time under tension: 2-1-2 Only rest between changing to next exercise, then once you have completed all 3, rest for 30-45 secs | Keep your hands equal distance apart. Bring your arms down to 90 degrees and extend. Breathe in on your way down and out on the way up |
| Upright row | Tri set | Bar, weight plates | 12 reps at 60% of 1RM, then straight into next exercise, time under tension: 2-1-2 Only rest between changing to next exercise, then once you have completed all 3, rest for 30-45 secs | Start with the bar down by your hips, then bring it up towards your chin, keeping hands equal distance apart on the bar. Breathe out as you bring the bar up. |
| Lat raise | Tri set | Dumbbells | 12 reps at 60% of 1RM, then rest for 30-45 secs, time under tension: 2-1-2 Rest for 30-45 secs, then complete all 3 exercises again. Repeat this 3 times | Start with the dumbbell by your hip. Bring it up to shoulder height, keeping your arm straight the whole time. Breathe out as you bring the dumbbell up. |
| Bicep Curl | Forced reps | Dumbbells | 3 Sets of 12, 70% of 1RM, 30-45 secs rest, time under tension: 2-1-2 Assisted between 8-12 reps, step into exercise, keeping slight bend in the knees for stability | Step into a slightly knees bent position, so that your body stays rigid. Keep your elbows tucked in. Curl the bicep right up as far as you can and then bring it down again. Breathe in on the way down and breathe out on the way up (as you exert) |
| Russian twist | Core | Mat area, kettlebell | 3 sets of 10 reps, 30-45 secs rest between sets Keep movement controlled, twist as far as you can to your left and then to your right. | Move the kettlebell from your left side to your right side in a seated position, keeping your feet off the floor. Keep breathing rate steady. |
| Cool down (appropriate stretches listed below): | | | | |
| CV equipment / activity: | | Time: | Workload / target training zone: | Teaching points: |
| Treadmill walk | | 5-6 minutes | 60%-50% of MHR, 120-100 bpm, RPE- 6-5 | Attach safety clip as soon as you get on the treadmill, walk in a heel-to-toe motion |

Periodisation grid examples

Progressive Predictive Programme Overview (8 weeks)

Client Name _____ Trainer name _____

Client cardiovascular goal: _____

Client resistance training goal: _____

Programme evaluation and modification summary, p. 23

Top Tip 7:

Review, Re-assess and Modify

Questions to consider:

Did the client achieve their goals at the correct times? (Review)

How do you know the goals were achieved? (Re-assess)

Was the Programme too easy / too hard? (Modify)

Complete Worksheet:

Programming personal training with clients, P26 – 27.

Practical Assessment:

Pages 29 – 32 are to be completed with your Assessor at your level 3 workshop, once the learner has reached this stage they are ready to hand in the completed LAP and book onto the next Level 3 workshop dates.

