



## Unit 10: Business and Technology in Personal Training

### Delivery guidance

#### Approaching the unit

This unit gives learners the opportunity to investigate how business operates in the personal training industry and how it responds to trends and other influences to meet the needs of clients and benefit the business. This unit looks at the skills needed to work in business, how personal training businesses are organised and what makes a successful business.

You should encourage learners to explore the personal training industry by looking at industry trends, changes and other developments, such as technology, to explore how they can affect the performance, and ultimately the success, of businesses. Learners should be directed to make recommendations on how a business should adapt and develop to take full advantage of market opportunities, while at the same time looking at the ways of reducing the potential effects of threats and risks.

You could deliver this unit using a mix of theory (to introduce learners to the topics listed in the unit content), visits and guest speakers (to enable learners to apply the theoretical concepts they have learned). Learners will need to be able to produce written reports and to complete a business plan using a template they have designed.

Although it is possible to deliver the learning aims in the order shown in the unit, it may be more effective to reverse the order: first learning aim C, then B and finally A. Delivering learning aim C first will allow learners to understand the legislation and organisational needs required for personal training including the professional ethics and behaviours relating to the role, and therefore serves as an introduction to the profession and what would be expected from them in this environment.

Moving from this to learning aim B will help to inform learners of the types of IT that personal trainers can use to record and monitor data that can help to motivate clients to increase and maintain fitness levels, which will inform them of the types of IT prior to undertaking learning and market research for a personal training business plan.

As part of the business plan that learners must produce for learning aim A, they must detail the types of IT that they would use to support and manage clients. Learning this prior to the start of the business planning process will allow learners to make decisions about the types of IT they would choose as most appropriate to suit their clients as well as their own needs and therefore be able to undertake market research and produce a business plan that suits their future aspirations in personal training.

For this reason, all of the information on the learning aims in this Delivery Guide has been presented in this order.

#### Delivering the learning aims

**Learning aim C** requires formal teaching of the business-related legislation, professional ethics and behaviours that apply to the vocation of personal training. Independent and group research can be used to allow learners to explore these subject areas further as well as utilising visits and guest speakers to enable learners to develop key study and employability skills.



Tutor-led delivery may be used to further support theoretical understanding of the legislation, professional bodies, ethics and behaviours that apply when working as a personal trainer.

To deliver **learning aim B**, you could use a variety of different methods including independent research, case studies and individual as well as peer evaluation.

This learning aim is designed to allow learners to explore the use of technology in personal training. Learners will understand how using training technology as a personal trainer will help provide data that will motivate clients to increase and maintain fitness levels. Tutor-led delivery, along with individual and paired research, will help to develop learner knowledge in the available technologies that can support a personal trainer in their role.

To deliver **learning aim A**, you could use a number of methods, including independent research, group presentations, case studies and visits.

Learners need to be able to present a personal training business plan using an appropriate format, that includes an outline of how financial data will be maintained and monitored. The business plan will show an understanding of how a personal trainer would use IT to support and manage clients and should also include a marketing strategy plan based on market research that has been done in their local area, which incorporates the key elements to support success in personal training.

This learning aim requires formal teaching of strategical and organisational business models. Visits to a fitness centre would enable learners to observe business models in use and as used by different types of self-employed workers. These visits and other research sessions will enable learners to develop key study and employability skills. Examining business plans will enable learners to develop ideas for their own business plan template and help them to produce a document relevant to the business proposal. Learners will need to examine the financial factors that influence small businesses and tutor-led delivery may be used to further support theoretical understanding of the legislation and financial implications associated with working as a personal trainer.

As well as this, examining examples of business plan reviews may help learners understand the key areas that they must look at as well as helping them to understand the types of review that could be undertaken to measure business delivery and effectiveness, for example SWOT analysis, financial assessment or client satisfaction surveys. Tutor-led delivery can be used to further support theoretical understanding of the review process that would be used when developing a personal training business plan.



## Assessment model

Learning aim	Key content areas	Recommended assessment approach
<b>A</b> Investigate the use of business skills for personal training	<b>A1</b> Producing a personal training business plan <b>A2</b> Finance and accounting for business planning in personal training <b>A3</b> Using IT for business planning in personal training <b>A4</b> Market tactics, strategies and research for personal training <b>A5</b> Developing a marketing plan	A business plan for a personal training business, using IT and including details of how financial data will be maintained and monitored. A market research plan for a sport and active leisure business using marketing strategies and tactics. A research plan into how different types of technology can be used by a personal training business.
<b>B</b> Explore the use of technology for personal training	<b>B1</b> Advances in fitness and training technology for the client <b>B2</b> Advances in fitness and training technology for a personal trainer	
<b>C</b> Explore business-related legislation and organisational procedures for personal training	<b>C1</b> Business-related legislation for personal training <b>C2</b> Ethics for a personal trainer <b>C3</b> Professional behaviours for a personal trainer	A report which reviews how the personal training business can ensure they are meeting business-related legislation and ensuring that the ethics and professional behaviours of the personal trainer are observed.

## Assessment guidance

This unit is internally assessed. There is a maximum number of **two** summative assignments for this unit.

Tutors should refer to the assessment guidance in the specification for specific detail, particularly in relation to the requirements for Pass, Merit and Distinction grades.

To support a successful outcome, it will be beneficial for learners to practise preparing for their assignments so that they are familiar with what they are expected to produce. You should also ensure that the learners are familiar with the key terms typically used in assessment for this unit. It is recommended you follow the suggested assignment format detailed in the unit specification.

**Learning aim C** is suggested to be assessed via a written report that reviews how the personal training business can ensure it is meeting business-related legislation and ensuring that the ethics and professional behaviours of the personal trainer are observed.



The type of evidence generated, however, can be changed to meet learner needs and may include a presentation or posters to demonstrate understanding of the different legislation, ethics and professional behaviours that apply to the profession of personal training.

To achieve distinction criteria, learners will need to review reasons why legislation, ethics and professional behaviours are in place for personal training and the benefits of each in supporting the health and wellbeing of personal training clients, as well as in protecting the health and wellbeing of a personal trainer and their business.

**Learning aims A and B** are suggested to be assessed via a business plan for a personal training business, using IT and including details of how financial data will be maintained and monitored. As well as this, a market research plan should be developed for a sport and active leisure business using marketing strategies and tactics for success; and lastly, learners need to develop a research plan into how different types of technology can be used by a personal training business.

Learners could plan, conduct and analyse market research that can be used to generate ideas for becoming a personal trainer in the fitness industry. Learners must then design and complete their own professional and strategical business plan, using the most suitable format for their business. The plan must include an analysis of the results from their market research, highlighting target markets and the services they will provide. Learners must draw valid conclusions from their market research, demonstrating valid business opportunities in the area of personal training.

Learners must also produce a report that highlights the different types of technology that can be used by a personal training business, choosing which ones would be most suitable linking to their business and marketing plans.

To achieve distinction criteria, learners will produce a thorough and convincing personal training business and marketing plan. The plans will show effective use of a full range of IT and principles of business planning and delivery, including a detailed financial forecast. Learners will give well-developed reasons for their judgements on each plan's effectiveness, showing specific, in-depth knowledge of the use of technology to meet client needs and enhance business performance.



## Getting started

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

### Introduction

Introduce this unit by explaining that the unit gives learners the knowledge and understanding of business and technology aspects that relate to a career in personal training. Introduce the concept of market research that will be used to generate ideas for business opportunities and to highlight target market areas for businesses. This should link to an explanation of the role of business planning and the need to identify the intricacies of running a small business. Finally, provide an overview of the assessment process for the unit to give learners an insight into what will be expected of them to achieve the unit.

### Learning aim C: Explore business-related legislation and organisational procedures for personal training

- Learning aim C is designed to allow learners to explore business-related legislation and organisational procedures that link to personal training.
- Topic C1, will allow learners to develop an awareness of the relevant business-related legislation and regulations that exist in their country including: legislation relating to working with customers, health and safety, indemnity and insurance, registration in professional bodies/organisations, standards and codes of conduct, legal checks if working with young people, relevant health and safety qualifications and training, risk assessment of facilities and equipment, and use of legislation for data protection and confidentiality.
- For C2, learners must be able to identify the necessary ethics related to the role of a personal trainer. This can be done by highlighting specific roles then identifying the key ethics required for each. Activities may include individual research, paired activities and class discussions to gather further insight to each role and the necessary requirements.
- This topic area would benefit from guest speakers to discuss ethics and the personal trainer's code of conduct, linking to the different legislation and the role of personal trainer.
- For C3, this topic area can be combined with the delivery of C2 using a visit to a location or sports club/facility. Examples of potential visits are: a major sports centre with a variety of personal trainers; centres or locations that have self-employed personal trainers working within their environment. (NB: The visit should allow learners to observe personal trainers in a normal working environment. This will give learners an insight into the roles and responsibilities of the personal trainer.).

### Learning aim B: Explore the use of technology for personal training

- Learning aim B is designed to allow learners to understand how using different types of training technology will help to provide data that will motivate clients to improve and maintain fitness levels.
- For B1, learners will need to review the different types of technology that clients can use to improve and maintain fitness, e.g. pedometers, mobile phone applications and online fitness classes. Learners will need to consider what areas/key aspects relate to the technology, how it can be used in personal training, its benefits and possible consequences.
- For B2, learners will now review the types of technology that personal trainers can use to motivate clients to increase and maintain their fitness, e.g. exercise videos and online video





challenges; as well as reviewing and comparing data from clients against expected results/health ranges, e.g. use of normative data tables and calorie consumption calculators/apps. Data can then be used to make judgements on client progress and suggest recommendations for improvement.

- Both content areas can be studied via a variety of methods including individual and paired research and activities, as well as possibly incorporating guest speaker input if possible.

### **Learning aim A: Investigate the use of business skills for personal training**

- Learning aim A is designed to allow learners to investigate the business skills that will be used in the personal training sector. Learners should be able to design a business and marketing plan linking into the key areas required for each, as well as highlighting relevant IT that personal trainers can use to enhance their business.
- For A1, learners must be able to produce a personal training business plan using relevant IT methods. Learners must be able to undertake appropriate market research to identify local needs as well as trends in sports and business opportunities in their local area. Initial research can be undertaken in a variety of ways including online research as well as generating primary research data through questionnaires or interviews. From this research, learners will then be able to identify suitable business opportunities in their area.
- This process could be supported by the use of business plan templates to allow learners to identify the key details that they must provide in such documentation. Learners should be given the opportunity to prepare and complete different business plan templates, this will allow them to choose which one works best for their business model.
- For A2, learners are expected to be able to review financial statements, including budgeted figures, to ascertain whether businesses are developing, improving and making a profit, or if they are suffering a decline. Learners need to understand the content and purpose of cash flow, the difference between fixed and variable costs, and the difference between capital and operational costs.
- Topic A2 covers the importance of creating, maintaining and monitoring financial data records. It could be taught via a number of methods including tutor presentations, guest speakers and independent research that allows learners to review business financial plans and annual accounts.
- For A3, learners are expected to show an understanding of how a personal trainer would use IT to support and manage clients. A tutor-led introduction to the topic area would work well and allow learners to understand the types of IT that could be used by personal trainers. Learners should be encouraged to explain how an effective personal training business would utilise such technologies to support clients, giving examples of technologies and how they would benefit business and clients.
- For A4 and A5, learners should be encouraged to undertake market research prior to creating a marketing plan to support their business plan. Market research could be undertaken in a variety of ways, e.g. public questionnaires, interviews, SWOT analysis and local area analysis. It is important that learners are provided with exemplars of the types of market research that they could undertake, which will allow them to choose the appropriate type to suit their target market.
- Once their market research has been completed, learners should be able to produce a marketing plan taking into consideration the key information required from it, e.g. business aim, target market, marketing goals etc.



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

This unit links to:

- Unit 2: Careers in the Sport and Active Leisure Industry
- Unit 14: Marketing Communications
- Unit 31: Influence of Technology in Sport and Physical Activity.

## Resources

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

### Videos

TED-Ed offers a variety of relevant education videos. Search online for 'TED-Ed'.

### Websites

<http://articles.bplans.com/how-to-perform-swot-analysis/> how to complete a SWOT analysis.

<https://www.Barclays.com> see area of website dedicated to writing a business plan as well as providing templates and support for this process.

<https://www.Entrepreneur.com> see the section detailing how to write a business plan.

<https://www.Gov.uk> support for legislation, business planning key areas as well as business plan ideas and templates.

<http://www.inc.com/guides/business-plan-financial-section.html> financial planning guidance.

<https://www.legislation.gov.uk> explores different types of legislation relating to the UK.

[www.nuffieldhealth.com/about-us/reports/annual-2015/reports](http://www.nuffieldhealth.com/about-us/reports/annual-2015/reports) example of a business financial report.

<https://www.PrincesTrust.co.uk> see the area dedicated to supporting the process of business planning and blank templates.

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