

Assessor Marking Guide

Programme Name	Health and Fitness Coach (Personal Trainer) (Level 4)	
Assessment Number	1 of 1	
Assessment Title	Special Populations Case Study	
Course Number	Module 4	Version 1 Level 4 Credit 10
Course Title	Special Populations and Exercise Adherence	

Internal feedback related to design of assessment tools should be submitted via the online Continuous Improvement Form (eCIF).

This assessment leads to the following graduate profile and learning outcomes.

NZQA GPO	Learning Outcome	Task #
Adapt programmes for apparently healthy people and common at risk groups using exercise science and testing	3.1 Apply industry recognized pre-screening tools such as Exercise New Zealand endorsed pre-screen or equivalent and exercise adherence strategies to ensure safe and effective outcomes for clients. (1 credit)	Task 1 Task 2 Task 3
	3.2 Apply the use of measurement tools and assessment documentation relevant to an individual client's programme goals. (1 credit)	Task 1 Task 2 Task 3
	3.3 Modify an exercise programme and apply relevant progression, regression and appropriate modification parameters for common conditions that could include obesity, arthritis, diabetes, pregnancy or age specific individuals, groups or communities. (2 credits)	Task 2
	3.4 Review and update exercise plans or programmes. (1 credit)	Task 2
Apply motivational and communication techniques to enhance individual participant commitment to a personalised exercise programme.	4.1 Monitor progress of client and apply appropriate intervention strategies for continued involvement in programme. (2 credits)	Task 2 Task 3
	4.2 Develop and use motivational strategies to support and optimize client performance. (3 credits)	Task 2 Task 3

NZQF Level 4 Descriptors	
Knowledge	<ul style="list-style-type: none"> Broad operational and theoretical knowledge in a field of work or study
Skills	<ul style="list-style-type: none"> Select and apply solutions to familiar and sometimes unfamiliar problems. Select and apply a range of standard and nonstandard processes relevant to the field of work or study.
Application	<ul style="list-style-type: none"> Self-management of learning and performance under broad guidance. Some responsibility for performance of others.

ADMINISTRATION

Assessors are required to provide feedback to students:

- Constructive feedback to the student must be documented within assessment evidence. Including where resubmission is required.
- Notes on demonstrated performance and application of skills, knowledge, attributes; future improvement/development planning e.g. task management, study skills; relationship to other programme content and use in career.

Student evidence must be assessed against all specified criteria to meet learning outcomes.

- Any adaption in assessment methods must be documented and attached to the assessment by the assessor (where deemed necessary to be fair and transparent in relation to student's specified needs).
- Assessment Pack Cover should be dated and signed by assessor when the student has received the final result.
- Assessment opportunities must be indicated accurately
Where any practical criteria are not achieved, an additional practical sheet must be used for reassessment for all practical outcomes and attached to this assessment pack. Refer to Assessment opportunities policy for additional detail.
- The student must sign the post-assessment agreement after receiving final result.
- It is the Assessors responsibility to ensure all relevant documentation is included in the assessment prior to reporting and filing
- Samples of assessments will be forwarded to internal and/or external parties for moderation as required.

Where appropriate **sample answers and or exemplars** may be included: Sample answers are a guide only providing an example of the sufficiency of qualitative and qualitative evidence the assessor could expect to see.

ASSESSMENT SCHEDULE	
<i>Give feedback to student on successes, for N add a note to the student on here or on their assessment evidence (e.g. in Turnitin) about how to improve for resubmission.</i>	
Task Evidence	Achievement Criteria / Judgement
Task 1	Completed pre-screen form must be provided and an appropriate health and fitness testing battery created and performed in a professional way. All answers must be provided in an easy to read way and completed in the time given. Session with client is conducted and discussed appropriately. At least one goal is identified and a photograph of the learner and client conducting one of the tests is supplied.
Task 2	Modification to programs must be appropriate to the client's special population. The explanations must be appropriate to the word count and contain information on special population physiology and fitness principles. All answers must be provided in an easy to read way and completed in the time given. The program is delivered; client progress is monitored using an appropriate questionnaire Two strategies to keep the client engaged in the program are provided. The follow-up session includes results from the re-test, updating the client, and discussing the motivation strategies.
Task 3	Completed questionnaires must be provided. Links to models must be provided and explanations in relation to these models and clients answers must be provided within the required word counts. All answers must be provided in an easy to read way and completed in the time given. Discussion on the effectiveness of the strategies is provided and word count is met.

Special Populations Case Study

Assessment Outline

This assessment is designed to test your knowledge of programming and planning exercise programs relating to various special populations within our community.

Assessment Instructions

This assessment will be conducted with an actual low risk special population client, which will be chosen in consultation with your tutor. The types of client could include, but are not limited to:

- Adolescents
- Adults who are overweight or obese
- Senior citizens
- Clients sourced via special population organisations (for example, Asthmatics, Diabetics, Multiple Sclerosis or Parkinson's Disease)

You will need the following attachments to complete this assessment:

- REPs pre-screening form
- 1-week strength and/or Cardio program
- Motivational Questionnaire
- Stages of Change model
- Banduras Self Efficacy model

Note: for campuses where options to source clients are limited, the most accessible special population would be adolescent NZIS learners, preferably from other NZIS classes.

Task 1

- a) Use the attached REPs pre-screen form to assess a potential client who would be classified as a special population based on your class discussions. You must attach the completed pre-screen form to this assessment.
 - b) From the answers to the pre-screening form, design a modified health and fitness assessment battery: include both biometric tests and performance tests. You need to create a minimum of FOUR tests. You can use a template or design of your choice.
 - c) In consultation with your tutor, arrange a session with your client to conduct the tests and discuss the results. Conclude the session by identifying at least one fitness/exercise goal for the client. You must provide at least one photograph that includes both you and your client performing one of the tests as evidence for this part of the task.
- a) A completed pre-screen form needs to be handed in with an appropriate special population utilised.
 - b) This plan needs to contain at least FOUR tests that are appropriate for the chosen special population. Both biometric and performance tests must be included.
 - c) The learner consults with the tutor before the session is held. On the day, the learner conducts the tests professionally and appropriately. At least one fitness or exercise goal for

the client is identified, and at least one photograph that shows both learner and client conducting a test is provided.

Task 2

- a) Modify EITHER the attached strength program OR aerobic program to make it appropriate for your client. Provide a written explanation of the alterations outlining how they relate to the physiology of the client, with the key limitations and focus areas identified. (Use of the FITT principle recommended). You can use a template of your own choice for the modified program. **(250-500 words)**
- b) Arrange to deliver the program with your client, for at least two sessions per week for a period of four weeks.
- c) Monitor progress on a weekly basis by using an appropriate questionnaire to track the motivation levels of the client towards the exercise program from task 1.
- d) Using the program that you modified in a), update the program to show how you would progress the client in either strength, or cardio training. Your program must include a minimum of **TWO** updated sessions.
- e) Develop at least 2 strategies that you would use to keep the client engaged in the exercise program. Provide a written explanation of your choices. **(100 to 150 words)**
- f) Arrange a follow up session with your client to:
 - re-test them against original screening results.
 - go over the updated program from d)
 - discuss the motivation strategies you developed in e)

The client should continue with the new programme for at least two sessions per week, for a period of at least two further weeks. You should continue to monitor their motivation levels.

- a) The student must modify one of the two given programs to make an appropriate session for a special population client. The explanations must contain key physiological aspects of the special population and why the modifications are important. The students answer needs to be within the recommended word count.
- b) and c) The student delivers the program with the client and maintains weekly contact with them, tracking their motivation levels using ONE of the recommended questionnaires or another researched questionnaire. The client must sign the questionnaires as evidence of the task achieved.
- d) The student must update the program, updating could include adjusting reps, sets, load, rest, or exercise variations that are still working on the same muscle group. The updated programs can either be 2 resistance programs or 2 cardio programs depending on what program they chose to update in question a).

At least two strategies are provided and explained.

The follow up session is conducted, the client is re-tested and the results discussed. The client is introduced to the modified program, and the motivation strategies are discussed with them

Task 3

a) Using the information from the motivation questionnaire:

- explain the results you found in relation to the Stages of Change model and Bandura's Self Efficacy model. (Provided) **(250-500 words)**.
- discuss how effective the strategies to keep the client engaged with the exercise program were. **(100-150 words)**

Explanations must be in relation to a motivational model. Recommended models are stated in the question, however, if the student uses another model that is accepted, if an explanation is made. The explanation must contain links to the model as well as client answers from the questionnaire. The student's answer needs to be within the recommended word count.

The student discusses the effectiveness of the two strategies based on the results of the motivation questionnaire. The word count is met.

Exemplar to be added when learner work becomes available.

Assessor only resource