

## Assessor Marking Guide

<b>Programme Name</b>	<b>Health and Fitness Coach Level 4 (Personal Trainer) (Online)</b>	
<b>Assessment Number</b>	<b>03A1</b>	
<b>Assessment Title</b>	<b>Needs Analysis &amp; Exercise demonstrations</b>	
<b>Course Number</b>	<b>Course 3</b>	<b>Version 2</b>
<b>Course Title</b>	<b>Exercise Prescription</b>	<b>Level 4 Credit 15</b>

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.**

<b>NZQA GPO</b>	<b>Learning Outcome</b>	<b>Task #</b>
GPO 2: Apply knowledge of anatomy and physiology to adapt and deliver safe and effective exercise programmes to individuals (15 credits)	LO3.1 Demonstrate the ability to apply knowledge of muscle structure and function when developing safe and effective programmes. This will include safe and effective demonstration of common resistance training techniques and knowledge of the key muscles targeted.  <i>Contributes 3 GPO credits</i>	3
GPO 3: Adapt programmes for apparently healthy people and common at-risk groups using exercise science and testing	LO3.2 Analyse a sport or physical activity with regard to the fitness components used.  <i>Contributes 1 GPO credit</i>	1 & 2
	LO3.4 Identify and describe methods of training, fitness components and related principles.  <i>Contributes 1 GPO credit</i>	1 & 2

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

### 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 quantitative and qualitative evidence the assessor could expect to see.

<b>ASSESSMENT SCHEDULE</b>	
<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>	
<b>Task Evidence</b>	<b>Achievement Criteria / Judgement</b>
<b>1</b>	<p>Learner has clearly indicated chosen sport for assessment</p> <p>A) Learner has identified four fitness components and provided an accurate explanation for their use in the chosen sport for each fitness component <b>(250 – 300 words)</b>. <i>Fitness components include cardiovascular endurance, muscular endurance, muscular strength, flexibility, body composition, power, agility, speed, balance, coordination, reaction time.</i> <i>Learner has explained the connection between the fitness components and their chosen sport/activity accurately based on known exercise prescription principles.</i></p> <p>B) Learner has identified the intensity and timeframe for training and competitions for their chosen sport. In their answer they have discussed heart rate data and energy systems applicable to their chosen sport. <b>(minimum 200 words)</b>. <i>Learner may break their answer into two sections for training and competitions.</i> <i>Answers should include aspects such as intensity and timeframe of games. When speaking about intensity they may use heart rate data as an indicator of this (such as percentages or relative heart rates for age-related maximums). Answers will also include discussion on which energy systems are used in their sport and how this relates to the intensity and timeframes.</i> <i>For example, an activity like shot-put will be predominantly using the ATP-PC system for energy due to the nature of the activity. In training, athletes will mostly focus on this energy system as well.</i></p> <p>C) Learner has discussed at least 3 movements utilised in their sport with relevance to how and when they are used during training and/or competitions. <b>(minimum 200 words)</b>. <i>Movements should be relevant to actual movements performed during training or competitions for their chosen sport/activity.</i> <i>For example, in netball, movements may include passing a netball, running, jumping for rebounds, shooting the ball, stopping. Learner will then connect these movements to particular times during training/competition when these movements are used.</i></p> <p>D) Learner has discussed unique factors relating to playing positions, competition season, common injuries, environment, or other notable factors involved in the sport/activity <b>(150 – 200 words)</b>. <i>Answers will vary depending on sport/activity.</i></p>

	<p>If using a team sport, the learner may discuss differences in movements/activities/energy systems relating to the different playing positions – such as the difference in energy expenditure between a centre vs goalkeeper in netball.</p> <p>Other aspects may include discussion on competition seasons – for example, some athletes may play across multiple seasons/levels throughout the year i.e., provincial vs domestic vs international competitions.</p> <p>Injuries may include overuse or common injuries relating to particular movements in the sport/activity – e.g., strains, sprains, dislocations, breaks, meniscus tears etc – learner clearly links these injuries to particular movements in the sport/activity</p> <p>Environment – competitions may take place indoors, outdoors, in different elevations or external environments etc.</p>
<p><b>2</b></p>	<p><b>Task 2 in total should include a minimum of 700 words</b></p> <p>A) Learner has identified three training methods. In their answers they have connected the training methods to the fitness components and example exercises for each method.</p> <p>Possible training methods include (but not limited to):</p> <ul style="list-style-type: none"> <li>- Plyometrics</li> <li>- Strength training</li> <li>- Endurance – Long slow distance, fartlek, interval etc</li> <li>- Hypertrophy training</li> <li>- Anaerobic</li> <li>- Flexibility/mobility (Pilates/yoga)</li> <li>- Crossfit or cross training style</li> <li>- Boxing/martial arts training</li> <li>- Circuits</li> <li>- Olympic weightlifting</li> </ul> <p>Example provided in assessment outline:</p> <p>Chosen sport/activity: Gymnastics. One training method I would use with a gymnastics athlete would be plyometric training. Plyometric training includes explosive body weight exercises that exert maximum force in a short period of time – this helps improve the athlete’s fitness component of power during floor routines that involve jumping high off the ground to perform flips.</p> <p>B) Learner has provided a minimum of two (2) exercises relating to the training methods discussed in the previous task. Minimum of 6 exercises in total.</p> <p>E.g.,</p> <p>Plyometrics may include exercises such as countermovement jumps, bounding, straight leg jumps, jump squats etc</p> <p>Strength training may include exercises such as squats, lunges, deadlifts, step ups, hip thrusts, bench press, overhead press, pull ups etc. E.g., for a runner, exercises may focus on the lower body, for a netballer or basketballer, exercises might be more upper body focused to improve strength/power in passes.</p> <p>Flexibility/mobility may include exercises such as the world greatest stretch, sun salutations, hip mobility movements – these movements need to be explained or have images included.</p> <p>C) Learner has identified at least 3 training principles that they would use when planning a training programme for an athlete participating in the chosen sport/activity</p> <p>Training principles include:</p> <p>Specificity, individuality, FITT, progressive overload, adaptation, reversibility, rest and recovery, ceiling, maintenance etc</p> <p>Learners will briefly describe how they would apply each of the training principle they have identified to their athlete’s programming.</p> <p>For example, if discussing specificity, they may note that the programme would be created specifically for the athlete’s sport – so the movements and exercises that were included in the programme would be relevant towards the athlete’s sport as noted in previous tasks. (They may pull information from previous tasks in their answers for this).</p>

	<p>For the progressive overload principle, the learner may discuss how they would increase the difficulty/intensity of the training sessions throughout their programme and adjust this where appropriate.</p> <p>Assessors can use their discretion based on widespread industry knowledge to mark this question.</p>
<b>3</b>	<p>A) Learner has provided at least four appropriate exercises related to their athlete's needs analysis</p> <p>Learner has provided the video evidence</p> <p>For online – this should be directly loaded into LMS platform</p> <p>B) Learner has demonstrated (with correct coaching cues) using the NAMEDCAT or NAMSET coaching method the four exercises they listed in 3A.</p> <p>For each exercise listed in 3A, the learner has correctly identified the:</p> <ul style="list-style-type: none"> <li>- Name of the exercise</li> <li>- Area of the body/muscles being targeted</li> <li>- Demonstration</li> <li>- Technique cues/tips</li> </ul>

Assessor only resource