

## Assessor Marking Guide

|                          |   |  |
|--------------------------|---|--|
| <b>Programme Name</b>    | <b>Health and Fitness Coach Level 4 (Personal Trainer) (Online)</b> |  |
| <b>Assessment Number</b> | <b>03A2</b>   |  |
| <b>Assessment Title</b>  | <b>Programme Design and Applied Ethics</b>                          |  |
| <b>Course Number</b>     | <b>Course 3</b>   | <b>Version 2<br/>Level 4<br/>Credit 15</b> |
| <b>Course Title</b>      | <b>Exercise Prescription</b>  |  |
| <b>Assessment Number</b> | <b>02A2</b>   |  |
| <b>Assessment Title</b>  | <b>Programme Design and Applied Ethics</b>                          |  |
| <b>Course Number</b>     | <b>Course 2</b>   | <b>Version 2<br/>Level 4<br/>Credit 5</b>  |
| <b>Course Title</b>      | <b>Ethics and Customer Safety</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 1: Deliver safe and effective exercise programmes, including pre-screening, within own scope of practice and industry code of ethics. (5 credits)  | LO2.2 Analyse these codes of ethics and apply the content to routine interactions with clients, work colleagues, and other health and/or fitness professionals in a practical setting (e.g., group fitness, one on one PT sessions).<br><i>Contributes 1 GPO credit</i>                                     | 4           |
| 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.<br><i>Contributes 2 GPO credits</i> | 3           |
| GPO 3: Adapt programmes for apparently healthy people and common at-risk groups using exercise science and testing (10 credits).                       | LO3.3 Screen client level of risk in exercise participation; carry out general assessments of body dimensions, body composition and flexibility.<br><i>Contributes 2 GPO credits</i><br><br>LO3.5 Review and update exercise plans or programmes.<br><i>Contributes 1 GPO credit</i>                        | 1, 2, & 5   |
| GPO 4: Apply motivational and communication techniques to enhance individual participant commitment to a personalised exercise programme (10 credits). | LO3.6 Design exercise programmes to attain client goals.<br><i>Contributes 5 GPO credits</i>  | 3 & 4       |

| NZQF Level 4 Descriptors |   |
|--------------------------|---|
| <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.

## ASSESSMENT SCHEDULE

*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.*

| Task Evidence                         | Achievement Criteria / Judgement  |
|---------------------------------------|---|
| <b>1 – Pre-screening</b>              | Learner and client have completed all required fields and signed the online REPs pre-screening form<br><b>Learner needs to fill in all relevant fields on pages 1 – 3, page 4 optional.</b>   |
|                                       | Learner has attached the pre-screening form to their assessment submission  |
| <b>2 – Fitness assessments</b>        | A) Learner has completed a minimum of five (5) fitness assessments with their client. They have provided the name of each assessment, the result achieved, and the date.<br><b>All five assessments are relevant to client. At least 2 are movement competency/fitness-based tests. Results are recorded and include the units of measurement (e.g., 65bpm, 5 push ups, 75cm etc)</b>   |
|                                       | B) Learner has submitted sufficient evidence of fitness assessment session<br><b>Photos and/or videos are uploaded, or a link is provided.</b>  |
| <b>3 – Goals and Programme Design</b> | A) Learner has outlined at least one (1) SMART goal for their client as outlined in assessment task<br><b>SMART goal is specific to their client, achievable (considered the time frame and fitness level of client), measurable (has number of reps, or other unit of measurement including), timely – i.e able to be achieved in the 4-week timeframe.</b>  |
|                                       | B) Learner has completed the programme overview with their client<br><b>Learner has indicated the planned sessions with the client as well as any other sessions the client plans to do on their own.</b>   |
|                                       | C) Learner has created a programme that: <ul style="list-style-type: none"> <li>- meets the aim of the client</li> <li>- includes a detailed warm up and cool down</li> <li>- includes all relevant factors: exercise name, sets, reps, tempo, suggested load, rest</li> </ul> <b>Programme must include all relevant factors as outlined in the template. Warm up and cool downs are detailed. Exercises are relevant according to client's goals. Tutor to use discretion and mark accordingly – considering first programme writing exercise – main focus is to provide constructive feedback for improvement.</b>   |
|                                       | D) Learner has discussed in 200 words or more their rationale for their programme including: fitness components, targeted muscles/muscle groups, relating to client's goal/s.<br><b>This section should demonstrate the learners understanding of exercise principles in a practical setting. It should include all factors listed above and may contain additional information that explains their choices in exercise selection and modes.</b>  |
| <b>4 – Implementation</b>             | A) Learner has completed a minimum of four (4) exercise sessions with their client. For each session they have provided the following ( <b>150 words per entry</b> ): <ul style="list-style-type: none"> <li>- A self-evaluation of the session</li> <li>- Updates/changes made to the programme</li> <li>- Challenges or workarounds</li> <li>- Feedback received from the client</li> </ul> <b>Each entry should be reflective in nature, students should be discussing how each session went and what they learnt from the session.</b>  |
|                                       | B) Learner has completed observed session with an approved supervisor. Supervisor has filled in all fields required and provided learner with feedback on the session. Supervisor's name and the date of the session is provided.<br><b>Supervisor needs to be the same person that they submitted in the sign off section before starting the assessment. Ideally the supervisor has filled in some constructive feedback for the learner – but this should not be a barrier to passing if the person has not given any feedback</b>   |
| <b>5 – Programme update</b>           | Learner has provided two unique updated sessions that align with the client's goals and include at least one of the following considerations: <ul style="list-style-type: none"> <li>- Variations in exercises that work the same or similar muscle groups.</li> <li>- Different types of gym training e.g., maximal strength, hypertrophy, or power training.</li> <li>- Use of different equipment such as Kettlebells, Bands, or TRX.</li> <li>- Variations in volume, load, tempo, rest periods, or other applicable factors</li> <li>- Session frequency split – e.g., from a full body session to an upper/lower split</li> </ul> <b>The updated programmes should include as much detail as the initial ones, there should be a logical flow from the initial programme to the updated ones.</b> |

## Sample answers to be added after first run of assessments

### Task 1 Pre-screening

Using the REPs pre-screening tool, perform a thorough consultation and interview with your client.

- Download the REPs pre-screening form to your computer.
- Open the document in Adobe and, with your client, complete pages 1, 2, and 3
- Page 4 is optional (Note that you will complete fitness assessments in Task 2)
- On Page 2 – follow the prompts on the signature line for your client to add a digital signature to the document

**Save and upload the completed form as part of your assessment hand in.**

### Task 2 Fitness Assessments

For this task you will need to choose a variety of biometric tests and perform them on your chosen client in a professional manner. You will need to complete a minimum of **FIVE** fitness assessments with your client and record the results in the following table.

Additionally, you will need to provide video evidence of you and your client completing at least **ONE** fitness assessment.

- A)** Choose five (5) tests from the list below, include a minimum of two (2) movement competency tests
- BMI – Height and weight: You will need scales and a measuring tape
  - Skinfold assessments: You will need a measuring tape, callipers, and a marker
  - Girth measurements: Waist, hip, Chest, Thigh, Bicep
  - Blood pressure: You can use an automatic or manual blood pressure monitor
  - Resting Heart Rate: You will need to use a timer
  - Movement Competency: Such as flexibility, overhead squat, beep test, 1 minute push up or sit up test

Arrange a date and time to perform these tests with your client. This session may take up to one hour.

During the session you will need to do the following:

- Verbally explain the purpose behind these tests – how this test will inform your programme design
- Explain what you are going to have to do for the tests, ensure that you ask permission before touching their body (such as for girth measurements, blood pressure etc.)

| Client name:              | Date of Testing:                           |
|---------------------------|--|
| Fitness Assessment chosen | Score/result (include unit of measurement) |
| 1.                        |  |
| 2.                        |  |

|    |  |
|----|--|
| 3. |  |
| 4. |  |
| 5. |  |

**B)** Film, or take a minimum of three photos as evidence of you performing at least one fitness test with your client – if you are doing this in a public gym ensure you ask permission from management to film and find a space in the gym.

If you are using a video, upload your mp4 file to your assessment submission or insert a link below:

If you are using photos, insert them in the box below:

### Task 3: Goals and Programme design

**A)** Based on your understanding from the biometric testing and with consultation of your client, **identify a goal** for the client.

This could be around weight loss, muscle gain, sport specific or preparation for a specific event, like a marathon or a triathlon.

Ensure the goal is Specific to the client, Measurable (include number of reps, timing, other measurements), Achievable (i.e not unrealistic for your client’s abilities), Relevant (to their needs), and Timely (within the 4-week programme).

**B)** Complete the programme overview (calendar) below:

- Include all exercise sessions that your client plans to complete over the next 4 weeks
- Add the dates in the “week” column
- See the example below for guidance.

#### Programme overview:

| Week                                 | Monday                                | Tuesday     | Wednesday                     | Thursday    | Friday                                | Saturday                         | Sunday      |
|--------------------------------------|---------------------------------------|-------------|-------------------------------|-------------|---------------------------------------|----------------------------------|-------------|
| <i>Example<br/>21/08 –<br/>27/08</i> | <i>Full body<br/>with<br/>trainer</i> | <i>rest</i> | <i>Full body –<br/>on own</i> | <i>rest</i> | <i>Cardio –<br/>30-minute<br/>run</i> | <i>Yoga class<br/>60 minutes</i> | <i>rest</i> |

|   |  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|
|   |  |  |  |  |  |  |  |
| 1 |  |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |  |

**C)** Create a programme for your client. Your programme must include:

- Exercises
- Sets, Reps, and Tempo
- Rest Times between sets
- A detailed Warm up / Cool Down / Stretching.

Use the following template to provide evidence of your programming. This programme will be the one that you use with your client for your first session. Consider this a programme you would give to a client to follow – it must have sufficient detail in it as if they were to use it in the gym by themselves. As you progress through the weeks, you will make notes and small adjustments to your programme. This will be documented in Task 4: Implementation.

**Initial programme**

| Warm up:   |      |      |      |       |      |       |
|------------|------|------|------|-------|------|-------|
| Exercise   | Sets | Reps | Rest | Tempo | Load | Notes |
|            |      |      |      |       |      |       |
|            |      |      |      |       |      |       |
|            |      |      |      |       |      |       |
|            |      |      |      |       |      |       |
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|            |      |      |      |       |      |       |
|            |      |      |      |       |      |       |
|            |      |      |      |       |      |       |
| Cool Down: |      |      |      |       |      |       |

**D)** In at least 200 words, explain your exercise selection for the programme above including the following information:

- Fitness components targeted
- Muscles/muscle groups targeted
- Relating to the client's goals

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#### **Task 4: Implementation and observation**

In this task you will implement and document your training sessions by means of a training log. You will need to complete a minimum of 4 training sessions with your client over a 4 week period, you may complete additional sessions with them throughout the week as well, but it is not a requirement for this assessment.

Additionally, for ONE session, you will need to be observed as you deliver a session with your client.

**A)** For each session, you will log details of your session including the following (**150 words per entry**):

- A self-evaluation of the session
- Updates/changes you made to your programme – you may copy and paste your initial programme into the table and highlight changes you have made (suggest reducing font size to 8 for this)
- Challenges or workarounds
- Any feedback received from the client

An example has been provided for you.

| Session number & Date         | Training log  |
|-------------------------------|---|
| Session X<br>Date: 21/08/2023 | <i>My first session with Bruce was mixed – I was still a little shy when I was talking to him, and I was nervous about presenting him with the programme that I created. Luckily, after we warmed up together, I felt more relaxed and was able to give some really good instructions for his exercises. Overall, he said he enjoyed the session, but</i> |

would like it to be more challenging next time as the weights I suggested to him were “a little low” for how experienced he was. A challenge I had to overcome was that all the Lat Pull Down machines were being used and this was his first exercise. Luckily, I knew that an assisted Pull Up machine would be a good alternative for this, and that one was free. I did not make any changes to my programme this time (apart from substituting the Lat Pull Downs as mentioned. All in all I feel like it went well and am looking forward to our next session.

| Exercise                            | Sets | Reps   | Rest  | Tempo | Load          | Notes                                 |
|-------------------------------------|------|--------|-------|-------|---------------|---------------------------------------|
| Lat Pull Down – swapped to Pull Ups | 3    | 8 – 12 | 60sec | 2:1:2 | 30kg (assist) | Used assisted pull up machine on 30kg |

|                    |  |
|--------------------|--|
| Session 1<br>Date: |  |
| Session 2<br>Date: |  |
| Session 3<br>Date: |  |
| Session 4<br>Date: |  |



## B) Observation of training session

Ensure you read through all criteria before beginning your observed session.

For one of your training sessions, organise an observation with someone from the approved list of supervisors outlined on page 3. The observer must watch you complete the entire session from beginning to end. Inform your client that the purpose of the observation is for you to be observed, and not the client.

| Supervisor name:  |  | Date of supervised session:  |
|---|--|--|
| Task 4B Criteria – learner demonstrates the following   | Supervisor to tick when criteria is observed | Supervisor comments – add feedback here which may entail ideas for continuous improvement, examples of best practice, other notes to consider when delivering programmes.    |
| Projects a professional image (attire, attitude, and language used with client)   | <input type="checkbox"/>                     |  |
| Well prepared in terms of equipment and space set up  | <input type="checkbox"/>                     |  |
| Able to manage the client well in terms of space in the gym, and flow of session  | <input type="checkbox"/>                     |  |
| Gives a clear purpose of the session and answers any of the client's questions  | <input type="checkbox"/>                     |  |
| Gives clear and concise instructions for the exercises, <b>demonstrates at least 3 exercises</b>                          | <input type="checkbox"/>                     |  |
| Supports and encourages the client in appropriate ways during the exercises e.g., motivational, and enthusiastic comments | <input type="checkbox"/>                     |  |
| Corrects technique where appropriate  | <input type="checkbox"/>                     |  |
| Offers possible progressions and regressions at appropriate times   | <input type="checkbox"/>                     | <i>Note – if this is not a relevant task for their client, ask learner to provide an example of a progression and regression of one of the exercises in their programme.</i> |
| Ends the session well and offers praise and support where appropriate to the client                                       | <input type="checkbox"/>                     |  |

### Task 5: Programme update

Your client has now completed their first couple of weeks of training with you.

They are looking for an update for their next training programme and have asked you to include some variety in the programme. They are wanting to try a different type of training and some new equipment.

For this task, you need to provide **TWO** new training sessions for your client to follow. Some considerations to make:

- Variations in exercises that work the same or similar muscle groups.
- Different types of gym training e.g., maximal strength, hypertrophy, or power training.
- Use of different equipment such as Kettlebells, Bands, or TRX.
- Variations in volume, load, tempo, rest periods, or other applicable factors
- Session frequency split – e.g., from a full body session to an upper/lower split

*Note: Your sessions MUST align with the client's established goals and biometric testing.*

#### Updated Session 1

| Warm up:   |      |      |      |       |      |       |
|------------|------|------|------|-------|------|-------|
| Exercise   | Sets | Reps | Rest | Tempo | Load | Notes |
|            |      |      |      |       |      |       |
|            |      |      |      |       |      |       |
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|            |      |      |      |       |      |       |
| Cool Down: |      |      |      |       |      |       |

## Updated Session 2

| Warm up:   |      |      |      |       |      |       |
|------------|------|------|------|-------|------|-------|
| Exercise   | Sets | Reps | Rest | Tempo | Load | Notes |
|            |      |      |      |       |      |       |
|            |      |      |      |       |      |       |
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|            |      |      |      |       |      |       |
| Cool Down: |      |      |      |       |      |       |