

Assessor Marking Guide

Programme Name	Health and Fitness Coach Level 4 (Personal Trainer) (Online)	
Assessment Number	05A1	
Assessment Title	Special Populations Part A	
Course Number	Course 5	Version 2
Course Title	Special Populations and Exercise Adherence	Level 4 Credit 10

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 #
GPO 3: Adapt programmes for apparently healthy people and common at risk groups using exercise science and testing (10 credits)	5.1 Apply industry recognised 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. <i>Contributes 1 GPO credit</i>	1
	5.2 Apply the use of measurement tools and assessment documentation relevant to an individual client's programme goals. <i>Contributes 1 GPO credit</i>	2
	5.3 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. <i>Contributes 1 GPO credit</i>	3
GPO 4: Apply motivational and communication techniques to enhance individual participant commitment to a personalised exercise programme. (10 credits)	5.6 Developing strategies to support and optimize client performance. <i>Contributes 2 GPO credits</i>	2 & 4

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 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
Task 1 – Consultation and pre-screening	A) Learner has Identified a potential client who would be classified as a special population and completed the REPs Pre-Screening form. All answers in form must be clear, relevant & be completed in given time.
	B) Learner has completed and uploaded the excel spreadsheet with both questionnaires filled in with their assessment submission
	C) Learner has discussed where their client fits into the “Stages of Change” model (50 – 100 words).
	D) Summary of findings. A minimum of 200 words describing details of the client including at least the following: medical issues or injuries, training experience, exercise preference, their goals for the process, any other relevant information that may affect the program design process.
Task 2 – Fitness testing and goal setting	A) Modified health and fitness battery is designed which includes at least 3 biometric tests and 3 performance tests. Learner has briefly described why each test is appropriate and relevant for their client.
	B) Tests are performed on client in a practical setting with a professional manner. Test results are recorded in the assessment. At least three photographs clearly showing the learner and the client has been provided.
	C) TWO SMART fitness goal are identified
Task 3 – Programme creation	A) Weekly calendar provided is filled in with all sessions including client’s own exercise/physical activity sessions. d) Student has developed at least TWO strategies that will be implemented to keep the client engaged in the exercise program. A written explanation is included (100 to 150 words)
	B) At least one exercise programme is provided in assessment document. Programme includes all elements: <ul style="list-style-type: none"> • Exercises • Sets, Reps, and Tempo • Rest Times between sets • A detailed Warm up / Cool Down / Stretching.
	C) 250 – 500 words explaining the rationale behind the programme design. Learner has discussed the following aspects: components of fitness, training principles, rationale of exercise choices, adaptations necessary for their client.
Task 4 – Engagement strategies	Two strategies provided with explanation for choices made (100 – 150 words).

Task 1 – Consultation and pre-screening

- A) Use the REPs pre-screen form to assess a potential client who would be classified as a special population based on your class discussions. **Students must use the REPs pre-screen form and upload this with their assessment submission**
- B) Conduct both “Questionnaires for Part A” questionnaires with your client. **Students must upload the completed SEE scale questionnaire to their assessment submission.**
Example below:

Date: 07/09/2023

Have your client read through the questions below and highlight or bold where they think they fit on the scale from 1 - 10. Fill in the date above

Self-Efficacy For Exercise (SEE) Scale

How confident are you right now that you could exercise three times per week for 20 minutes if:

	:(Not confident					Very confident :D					
	0	1	2	3	4	5	6	7	8	9	10
1. The weather was bothering you						5					
2. You were bored by the programme or activity					4						
3. You felt pain when exercising							6				
4. You had to exercise alone			2								
5. You did not enjoy it			2								
6. You were too busy with other activities						5					
7. You felt tired							6				
8. You felt stressed							6				
9. You felt depressed					4						

RM 4-FM: Motivation for Physical Activity and Exercise/ Working Out—Questionnaires*

Motivation for Physical Activity*
People are active regularly for a variety of reasons. Using the rating scale provided below, please indicate how true each of the following reasons is for why you are, or would like to be, active regularly.

Rating Scale	1	2	3	4	5	6	7		
	not at all true			somewhat true			very true		
I try, or would like to try, to be physically active regularly							Rating		
1. because I would feel bad about myself if I did not							7		
2. because others would be angry at me if I did not							2		
3. because I enjoy physical activities							7		
4. because I would feel like a failure if I did not							2		
5. because I feel as if it's the best way to help myself							7		
6. because people would think I'm a weak person if I did not							4		
7. because I feel as if I have no choice about being active; others make me do it							3		
8. because it is a challenge to accomplish my goal							7		
9. because I believe physical activity helps me feel better							7		
10. because it's fun							2		
11. because I worry that I would get into trouble with others if I did not							1		
12. because it feels important to me personally to accomplish this goal							7		
13. because I feel guilty if I am not regularly active							3		
14. because I want others to acknowledge that I am doing what I have been told I should do							3		
15. because it is interesting to see my own improvement							7		
16. because feeling healthier is an important value for me							7		
External Regulation: Questions 2, 7, 11, 14							2.3	6.0	1.8
Introjected Regulation: Questions 1, 4, 6, 13							4.0	5.0	3.5
Identified Regulation: Questions 5, 9, 12, 16							7.0	3.0	5.8
Intrinsic Motivation: Questions 3, 8, 10, 15							5.8	2.8	6.3
Relative Autonomy Index							10.0	-8.5	11.3

Example
Extrinsically Motivated | Intrinsicly Motivated

Autonomy index indicates the relative impact of intrinsic and extrinsic factors in your motivation to be active.
• Negative numbers reflect that you are extrinsically motivated for change; that is, external factors are important in regulating your behaviour.
• Positive numbers reflect that intrinsic motivation is primarily involved in your behaviour.

C) Discuss the Stages of Change model with your client and identify where you believe your client sits on this model (50 – 100 words)

Answers will vary but may include similar points to the following examples:

“I believe my client is currently somewhere between the Determination phase and the Action stage as they are committed to changing and have come to me to help them decide what to do. However, because they have reached out to me, they are clearly “taking steps toward change but hasn’t stabilised in the process”.

OR

“I believe my client is in the maintenance phase. This is because they have already been doing exercise their whole life, but now they are working to maintain the changes in their lives, and also want some new challenges like working on their mobility.”

D) Summary of findings. Write a summary of your findings from the above points describing who your client is. Include all relevant information from REPs pre-screening form and any other information you have learned through discussion with them. This summary should include medical/injury issues, training experience (history), exercise preferences, general goals, and other relevant information that will affect how you design their programme (**minimum 200 words**).

Answers will vary but may include similar points as below:

My client Janet is 67 years old and considered a special population due to her age. She does not have high blood pressure or prior cardiac issues and is in generally good health. She does get a sore hip though if she stands for long periods of time, this may be from mild arthritis of the hip. She has been a marathon runner in the past, as well as playing tennis as an adolescent and into her 20s and 30s. She keeps a regular schedule of walking and attending some yoga classes at the YMCA, but she knows she should be doing more to maintain her muscles. She enjoys these activities but would like to learn some more muscle strengthening exercises. She does not have any dislikes but has only done a few exercises in the gym such as machine weights like chest press, lat pull down, and leg press, she feels quite confident with these exercises. Her general goals are to improve her upper body strength so she can lift up her grand kids. She also gets a stiff shoulder sometimes so this may be something she would like to work on. The main focus for her programme will be upper body weights exercises but also some leg strengthening exercises to help with her hip pain. (216 words)

Task 2 – Fitness testing and goal setting

A) To prepare for session two, design a modified health and fitness assessment battery (testing), explain why you are doing the test and how it is safe for your special populations client or is modified for them:

Learners must include at least **three** biometric tests (Blood pressure, height, weight, and/or waist circumference) and at least **three** performance tests (strength, flexibility, endurance, aerobic capacity). Some examples are provided below:

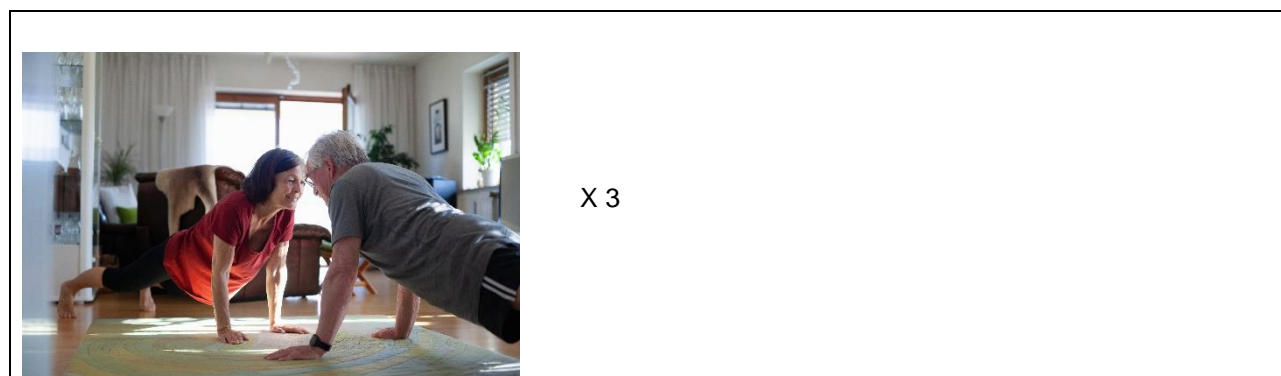
#	Test name	Why are you doing this test?	How is this test safe for your special pops/modified?
Biometric tests	<i>4 stage balance test</i>	<i>To test my clients one legged balance</i>	<i>This test is suitable for elderly people, and I will stand close by for support. This is something that my client wants to improve</i>
	<i>BMI</i>	<i>To see if her weight could be affecting her health</i>	<i>Does not require any strenuous effort from the client as simply measuring height and weight. I will offer assistance getting on and off scale if needed.</i>
	<i>Waist circumference</i>	<i>To see if her waist circumference is in a good range for heart health</i>	<i>Same as above</i>
	<i>Blood pressure</i>	<i>To double check her blood pressure before engaging in the exercise testing.</i>	<i>Same as above</i>
Performance tests	<i>Modified maximum push up test</i>	<i>One of her goals is to improve upper body strength and this would directly relate to that.</i>	<i>She will perform as many push ups as she can either on her knees or on an incline. Ideally, she will reach a 90-degree angle with her elbow, but I will monitor how this feels. I will count the reps and give her time to rest in between reps until she can no longer perform them with the same form, she had on rep 1.</i>
	<i>5RM Lat pull down machine</i>	<i>One of her goals is to improve upper body strength and this would directly relate to that.</i>	<i>We will warm up on the lat pull down machine, and then work up to a heavy set of 5. She will not be going to an “all-out” maximum but focussing on good form and control of the movement. I will get her to perform the reps 2 counts down, 1 count pause, and 2 counts up for consistency.</i>
	<i>Shoulder mobility test</i>	<i>One of her issues is shoulder stiffness. We will do this test and then test again at the end of the 4 weeks to see if it has improved.</i>	<i>Relatively safe test for all ages. Ensure that her clothing is not too tight so she can move easily. I may have to slightly help her get her arms into positions</i>

B) During session 2 with client, you will conduct the testing/assessments you have outlined in Task 2A. Record test results below:

Biometric and performance tests RESULTS.

#	Test name	Results	Notes	Date
Biometric tests	<i>4 stage balance test</i>	<i>Reached stage 3 on right leg and stage 2 on left leg</i>	<i>Both legs need some work, the left more than the right. Will include balance exercises in my programme</i>	<i>xx/xx/xxxx</i>
	<i>Body weight/BMI</i>	<i>Body weight: 85kg BMI: $85 / 1.64^2 = 31.6$</i>	<i>My client is in the obese category for BMI – I will discuss some basic nutrition strategies with her to help reduce her calories.</i>	<i>xx/xx/xxxx</i>
	<i>Waist circumference</i>	<i>Waist circumference = 89cm</i>	<i>My client is at high health risk because her waist is over 88cm.</i>	<i>xx/xx/xxxx</i>
	<i>Blood pressure</i>	<i>125/78mmHg</i>	<i>My client has a healthy blood pressure and will be ok to continue with testing</i>	<i>xx/xx/xxxx</i>
Performance tests	<i>E.g., Maximum push ups</i>	<i>5 push ups</i>	<i>Notes on form: Sally held her head high and performed these on her knees. I noticed her right arm was stronger than left</i>	<i>xx/xx/xxxx</i>
	<i>5RM lat pull down</i>	<i>5 reps at 30kg</i>	<i>She did a great job and held good form for the last couple of reps.</i>	<i>xx/xx/xxxx</i>
	<i>Shoulder mobility test</i>	<i>Gap of 5 cm when right arm is up Gap of 2cm when left arm is up</i>	<i>The right side has “poor” mobility, where the left side has fair mobility. I think it would be good to aim to improve the right side to be close to the left.</i>	<i>xx/xx/xxxx</i>

Insert minimum of three photos of you and your client performing the tests:



C) Discuss the results with your client to help them identify at least **two** fitness/exercise goals – incorporate the SMART goal principle.

Examples:

Sally wants to increase her reps of push ups from 5 to 8 by the end of the 4 weeks. We will do this by incorporating push ups and chest exercises into her program

By the end of the 8 sessions (approximately 4 weeks' time) my client would like to be able to perform 8 body weight push ups on her knees with good form (elbow to 90 degrees).

By the end of the 8 sessions (approximately 4 weeks' time) my client would like to be able to reduce the gap in her shoulder mobility test to 3cm on the right arm and touch the fingers on the left side.

By the end of the 8 sessions (approximately 4 weeks' time) my client would like to have lost 2cm on her waist.

Task 3 – Programme creation

A) Fill in the weekly programme calendar provided on the assessment template with the time and duration of the sessions you will take the client through as well as any additional exercise that your client does (on a regular basis).

Fill in the template below:

Week	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
1	Pre-screening		testing				
2	5:30pm 1 hour w Lucy upper body		5:30pm 1 hour w Lucy full body		9am Yoga class at YMCA 1 hr	10am Walk Hagley Park 1 hr	3pm 1 hr swimming
3	5:30pm 1 hour w Lucy upper body		5:30pm 1 hour w Lucy full body		9am Yoga class at YMCA 1 hr	10am Walk Hagley Park 1 hr	3pm 1 hr swimming
4	5:30pm 1 hour w Lucy upper body		5:30pm 1 hour w Lucy full body		9am Yoga class at YMCA 1 hr	10am Walk Hagley Park 1 hr	3pm 1 hr swimming
5	5:30pm 1 hour w Lucy upper body		5:30pm 1 hour w Lucy full body		9am Yoga class at YMCA 1 hr	10am Walk Hagley Park 1 hr	3pm 1 hr swimming
6	5:30pm re-testing w Lucy						

B) Create a modified exercise programme suitable for your client. You may wish to create a resistance training programme and a cardiovascular programme, or your client may have other areas they wish to work on such as balance or flexibility/mobility. You must create a minimum of one (1) programme, ensuring that it includes the elements outlined below:

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

Example for one programme on next page. Learners may provide 2 programmes for their clients, but only require one for this assessment.

Programme title/name: upper body and back workout

Warm up:

Circuit to be repeated AMRAP for 5 minutes

- 80m rowing machine (level 1 – 5)
- 10 reps wooden stick overhead press
- 10 reps wooden stick bent over row
- 10 reps wooden stick bicep curls

Additional dynamic stretching:

10 reps in both directions arm circles

10 reps thread the needle each side

10 reps wooden stick shoulder pass throughs

Repeat exercises if still feeling a little stiff.

Exercise	Sets	Reps	Rest	Tempo	Load	Notes
Machine horizontal chest press	3	10 – 15	1 – 2 minutes	2:2:2	5 – 15kg	Ensure back flat against machine, wrists straight. Weights and reps to be adjusted alternative weeks
Machine Lat pull down	3	10 – 15	1 – 2 minutes	2:2:2	10 – 20kg	Keep shoulders down, chest proud. Weights and volume to be adjusted alternative weeks
Wall push ups	2	12	1 – 2 minutes	2:2:2	Body weight	Keep shoulders down, chest proud. Trying to keep core strong while doing these as well.
Kettlebell deadlift	2	5 – 8 reps	1 – 2 minutes	2:2:2	12 – 20kg KB	Keep back flat, shoulders down. May need to raise KB at starting point
DB bicep curls	2	10 – 15 reps	1 – 2 minutes	2:2:2	3 – 5kg DBs	Try to reduce swinging motion – could do seated if tired.
Bosu ball balance	2	30 sec/leg	30 seconds	NA	NA	May need additional support

Cool Down: Stretching at least 30 seconds per stretch per side

- Pectoral wall stretch.
- Bicep stretch..
- Lat stretch.

C) Program overview and modifications (250-500 words):

Explain the approach you have taken to create this programme. This should include:

- how you incorporated training principles and components of fitness into your programme.
- clear rationale for your exercise choices relating to the clients' goals.
- an explanation of any adaptations you have had to make to work around the physiology of the client, with any key limitations and focus areas identified.

- Given my client's goals and prior exercise experience, I have kept most of the exercises to focus on hypertrophy and strength. I am using mostly upper body compound movements (except for the bicep curls) as these will target more muscles overall in the 2 sessions per week that we have. In the second session (not listed in "B") I will swap out the bicep curls and deadlifts for some lower body exercises such as squats and modified lunges to ensure a balanced programme. The components of fitness we are focusing on are muscular strength/endurance and body composition by aiming to increase her muscle mass. The rep ranges vary depending on the exercise, and initially I will just be getting an idea of what she is able to do. Adjustments will be made to the programme as we get on in the weeks.
- Focussing on using machine weights for heavier movements will ensure a safe way to train when she is still quite new.
- The wall push ups are a good modification for her abilities, I want to get her used to doing a good number of reps of push ups, so this method will take away most of her body weight to make it easier. We can increase difficulty by moving to a high box and slowly get closer to the floor.
- Adjusting the kettlebell deadlifts to be slightly raised will reduce strain on her hips and back. Once she is more confident with this, we can remove the box/plate that is raising the movement and start from the floor.
- Lastly, for the bicep curls we will start with very light weights and do these seated depending on her energy levels. (281 words)

Task 4 – Engagement strategies

Based on the results from the pre-screening, SEE scale questionnaire, and Stages of Change model - develop at least TWO strategies that you will use to keep the client engaged in the exercise program. Provide a written explanation of your choices. (100 to 150 words)

At least two strategies are provided and explained. Some examples below:

She told me her favourite artist is Ed Sheeran, so at the end of our training sessions I have promised to play some of her favourite songs while we do the stretching routine.

She used to really enjoy playing tennis, so I will change up the warmups to include a tennis-inspired warm up for each of her session

She likes positive reinforcement and needs a lot of encouragement – I will remember to text her the day of our sessions saying that I am looking forward to working with her that day. I will also text her on the weekends to check in with her and see what activities she is up to on the weekend. I will remind her that progress may take time, but it will be worth it in the end!

Assessor only resource