

## Assessor Marking Guide

<b>Programme Name</b>	<b>Health and Fitness Coach Level 4 (Personal Trainer) (Online)</b>	
<b>Assessment Number</b>	<b>05A2</b>	
<b>Assessment Title</b>	<b>Special Populations Part B</b>	
<b>Course Number</b>	<b>Course 5</b>	<b>Version 2</b>
<b>Course Title</b>	<b>Special Populations and Exercise Adherence</b>	<b>Level 4 Credit 10</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 3: Adapt programmes for apparently healthy people and common at-risk groups using exercise science and testing (10 credits)	LO5.3 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>	1 & 4
	LO5.4 Review and update exercise plans or programmes. <i>Contributes 1 GPO credit</i>	4
GPO 4: Apply motivational and communication techniques to enhance individual participant commitment to a personalised exercise programme. (10 credits)	LO5.5 Monitor progress of client and apply appropriate intervention strategies for continued involvement in programme. <i>Contributes 2 GPO credits</i>	1 & 2
	5.6 Developing strategies to support and optimize client performance. <i>Contributes 1 GPO credit</i>	2 & 3

<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>
Task 1 – Programme implementation	Learner has provided written evidence of their programme implementation providing the date and detailed notes ( <b>minimum 50 words per journal entry</b> ). A minimum of one photo from every session is included. Learner has included daily programmes.
Task 2 – Re-testing and client feedback	A) Learner has detailed the re-testing session in the provided table including date, results, and notes from the testing session. Learner has provided results from pre-testing.
	B) Learner has completed both questionnaires on the excel spreadsheets and uploaded Questionnaires A (from 05A1) and Questionnaires B to their submission.
	C) Learner has summarised the feedback they received from their client and an optional client testimonial ( <b>min. 100 words</b> )
Task 3 – Self-evaluation	<b>250 – 500</b> words explaining results linking to the Stages of Change model, the Bandura's self-efficacy model, and the motivational questionnaires. Learner has discussed the effectiveness of the strategies for exercise motivation as well as at least one additional strategy.
Task 4 – Updates to the original programme	Learner has provided four clear points with examples of how they will approach the programme in the next phase. They have included elements of the programme design such as fitness components, training principles, FITT principle, motivational techniques, adaptations for special population clients, and any other relevant factors.

## Sample answers


### Task 1 – Programme Implementation

Using your initial programme outlined in Task 3 of Assessment 05A1, you will implement a minimum of six (6) exercise sessions with your client. Note you should have already completed session 1 and 2 with your client as part of assessment 05A1

To pass this part of the assessment you must include a photo from each session you complete with your client as well as a written journal entry outlining feedback, progressions, adaptations to journal, personal growth or other relevant reflections. **(Minimum 50 words per entry).**

### Special Populations Training Log

**An example of one entry is provided below – learners must complete a minimum of six exercise sessions.**

Session #	Date	Notes/photos																									
3	xx/xx/xx	<table border="1"><thead><tr><th>Exercise</th><th>Sets</th><th>Reps</th><th>Weight</th><th>Rest</th></tr></thead><tbody><tr><td>Push ups</td><td>4</td><td>Amrap</td><td>BW</td><td>60 sec</td></tr><tr><td>squats</td><td>4</td><td>10 – 15</td><td>10kg DB</td><td>60 sec</td></tr><tr><td>Cable rows</td><td>4</td><td>10 – 15</td><td>25kg</td><td>60 sec</td></tr><tr><td>Lat pull down</td><td>4</td><td>10 – 15</td><td>25kg</td><td>60 sec</td></tr></tbody></table> <p>Our first session went really well, and she was able to complete all the exercises I had programmed. She didn't enjoy doing the bicep curls and found them a bit boring so I will come up with a different exercise or next time. I need to work on my own kettlebell deadlift technique as I found it hard to demonstrate this one.</p> 	Exercise	Sets	Reps	Weight	Rest	Push ups	4	Amrap	BW	60 sec	squats	4	10 – 15	10kg DB	60 sec	Cable rows	4	10 – 15	25kg	60 sec	Lat pull down	4	10 – 15	25kg	60 sec
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### Task 2 – Re-testing and client feedback

- A) Once you have completed your minimum of six (6) exercise sessions, you will now re-test your client against original screening results. Include your results and progression notes in the table below:

Examples of testing results outlined below. Learners should re-test all six of their original tests from assessment 05A1 .

Date of re-testing: xx/xx/xxxx

Test name	Pre-test results (from 05A1)	Re-test results	Progression/changes
<i>Maximum push ups</i>	<i>6 push ups</i>	<i>9 push ups</i>	<i>Sally improved by 4 push ups with great form!</i>
<i>Shoulder mobility test</i>	<i>Gap of 5 cm when right arm is up, no gap with left arm.</i>	<i>Gap of 3 cm when right arm is up, no gap with left arm.</i>	<i>Great improvements here!</i>
<i>Body weight/BMI</i>	<i>Body weight: 85kg BMI: <math>85 / 1.64^2 = 31.6</math></i>	<i>Body weight: 85kg BMI: <math>85 / 1.64^2 = 31.6</math></i>	<i>BMI still the same, but she is definitely stronger and more mobile, which are great wins.</i>
<i>Waist circumference</i>	<i>Waist circumference = 89cm</i>	<i>Waist circumference = 87cm</i>	<i>She has lost 2cm on her waist and is becoming healthier</i>

B) Conduct both questionnaires for the second time using “Questionnaires for Part B” Excel spreadsheet. Ensure you add the date.

Learner should have also attached Questionnaire A

Date: \_\_\_\_\_

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

RM 4–FM: Motivation for Physical Activity and Exercise/ Working Out—Questionnaires*				
<b>Motivation for Physical Activity*</b>				
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.				
<b>Rating Scale</b>				
1	2	3	4	5
6	7			
not at all true		somewhat true		very true
<b>I try, or would like to try, to be physically active regularly</b>		<b>Rating</b>	<b>Example</b>	
			Extrinsically Motivated	Intrinsically Motivated
1. because I would feel bad about myself if I did not		7	2	6
2. because others would be angry at me if I did not		2	6	2
3. because I enjoy physical activities		7	3	7
4. because I would feel like a failure if I did not		2	6	2
5. because I feel as if it's the best way to help myself		7	3	5
6. because people would think I'm a weak person if I did not		4	7	1
7. because I feel as if I have no choice about being active; others make me do it		3	6	1
8. because it is a challenge to accomplish my goal		7	2	6
9. because I believe physical activity helps me feel better		7	3	6
10. because it's fun		2	3	6
11. because I worry that I would get into trouble with others if I did not		1	6	2
12. because it feels important to me personally to accomplish this goal		7	3	5
13. because I feel guilty if I am not regularly active		3	5	5
14. because I want others to acknowledge that I am doing what I have been told I should do		3	6	2
15. because it is interesting to see my own improvement		7	3	6
16. because feeling healthier is an important value for me		7	3	7
External Regulation: Questions 2, 7, 11, 14		<b>2.3</b>	<b>6.0</b>	<b>1.8</b>
Introjected Regulation: Questions 1, 4, 6, 13		<b>4.0</b>	<b>5.0</b>	<b>3.5</b>
Identified Regulation: Questions 5, 9, 12, 16		<b>7.0</b>	<b>3.0</b>	<b>5.8</b>
Intrinsic Motivation: Questions 3, 8, 10, 15		<b>5.8</b>	<b>2.8</b>	<b>6.3</b>
<b>Relative Autonomy Index</b>		<b>10.0</b>	<b>-8.5</b>	<b>11.3</b>
<b>Autonomy index</b> indicates the relative impact of intrinsic and extrinsic factors in your motivation to be active. <ul style="list-style-type: none"> <li>Negative numbers reflect that you are extrinsically motivated for change; that is, external factors are important in regulating your behaviour.</li> <li>Positive numbers reflect that intrinsic motivation is primarily involved in your behaviour.</li> </ul>				

C) Gather feedback from the client about the program itself, as well as the motivation strategies you developed.

In a written summary, describe the feedback you received from your client including any areas they suggested that you work on for future clients (**minimum 100 words**). You may include a written testimonial from your client here.

Overall, my client really enjoyed her time with me in the gym. A big part of it was just having someone to exercise with and some company, but she also felt proud that she decided to do something about her fitness, and she stuck to it for the 6 sessions that we did. She said that there were sometimes when I tried to get her to work a little too hard and that she needed a break but felt embarrassed to say so, so perhaps in the future I should check in with my clients more frequently. She also said she enjoyed the changes in exercises that we did along the way and enjoyed learning new things.

### Task 3 – Self-evaluation (250 – 500 words).

Using the information that you have gathered over the past six weeks, complete the following:

- Explain the results you found in relation to the Stages of Change model, the Bandura's Self Efficacy mode, and the motivational questionnaire. Describe any changes you have observed over the training period.
- Discuss how effective the strategies to keep the client engaged with the exercise program were.
- Include at least one additional motivational strategy that you may use with future clients.

- *Stages of change: My client is now definitely in the action stage; she will remain in the “action” stage for approximately another 5 months before she could move to “maintenance”. Her goals may continue to change with time. When she establishes a set routine or habit of going to the gym to do weights 2 times per week for about 6 months in total, she will move into the maintenance phase.*
- *Banduras Self-Efficacy model: Now that Sally has seen how much her strength has improved through the testing and retesting sessions over the past 6 weeks, she is feeling a lot more confident in her abilities and hopefully has higher self-efficacy for certain exercises – this relates to “performance experience” as well as “social persuasion” that she has experienced through our training sessions. She has experienced the physical changes of her body which will also contribute to higher self-efficacy as she can feel the changes that have occurred (less pain, increased strength).*
- *The results from the motivational questionnaire show the slight shift from being a little bit intrinsically motivated to more of her decisions coming from within herself. Having more internal motivation will help her continue with sticking to her goals as she is not only believing in herself but has good reasoning to continue.*
- *The motivational strategies I used worked well with Sally as she never missed an appointment. She really appreciated the music choices for stretching and she enjoyed our sing-alongs at the end of the sessions. Though she did not always message back, she appreciated my check-in texts.*
- *One other motivational strategy I could use would be to send our completed session plans and show the client where they are improving, and also doing mini-testing sessions throughout the programme to give more data.*

#### **Task 4 – Updates to the original programme (minimum 200 words)**

Discuss the next phase your client’s programme. Provide **four** clear points with examples of how you will approach the programme in the next phase. In your answer, relate to elements of the programme design such as fitness components, training principles, FITT principle, motivational techniques, adaptations for special population clients, and any other relevant factors.

In the next phase of the programme, we will continue concentrating on strength and increasing her confidence performing different exercises.

I would like to get Sally trying some push ups on the ground rather than the wall. We will incorporate some different ways to do this including continuing to lower the box that she is using further to the ground (progression 1).

She also told me she really enjoyed the squats on the second programme, so we will include more of these and add a kettlebell or dumbbell to these to make them a little harder (progression 2).

We will also increase all her exercises to be 3 sets instead of 2, this increase in volume will mean she will have a little less rest in between sets, but I think she will be able to handle this well (progression 3).

As her grandson gets heavier, she wants to improve her ability to pick him up so I will add in some rowing movements such as a barbell row or a seated machine row and also increase the weight on her deadlifts (progression 4/5).

All these changes will contribute to her confidence and strength in the gym and require her to engage different muscles as well.