



Learner Achievement Portfolio (LAP)

**Level 2 Certificate in Planning & Delivering Gym-based Exercise (RQF)**

**Level 3 Diploma Practitioner in Personal Training (RQF) - Level 2 element**

Qualification Reference Numbers (QRM): (603/5231/0) - (603/5233/4)

## Table of Contents

<i>Assessment plan and record of achievement .....</i>	<b>3</b>
<i>Worksheet - Professionalism and customer care for fitness instructors .....</i>	<b>6</b>
<i>Assignment – Personal and professional development plan .....</i>	<b>13</b>
<i>TASK 1 - Training Needs Analysis .....</i>	<b>14</b>
<i>TASK 2 - SWOT analysis.....</i>	<b>15</b>
<i>TASK 3 - Personal and Professional Development Plan.....</i>	<b>16</b>
<i>Worksheet - Health and safety in a fitness environment .....</i>	<b>18</b>
<i>Worksheet - Conducting client consultations to support positive behaviour change.....</i>	<b>21</b>
<i>Worksheet - Instructing safe and effective gym-based exercise .....</i>	<b>24</b>
<i>Assignment – Group Session Plan .....</i>	<b>27</b>
<i>Summative Assessments .....</i>	<b>28</b>
<i>Individual client session consultation, session planning and delivery (case study) .....</i>	<b>28</b>
<i>Learner guidance.....</i>	<b>29</b>
<i>Step 1 – The Consultation.....</i>	<b>29</b>
<i>Step 2 – Planning your session.....</i>	<b>31</b>
<i>Step 3 – Summative observation.....</i>	<b>31</b>
<i>Video evidence guidance.....</i>	<b>34</b>

Level 2 - Diploma Practitioner in Personal Training / Certificate in Planning & Delivering Gym-based Exercise

Assessment plan and record of achievement

Centre name:

Learner's name:

Mandatory units: Stage of assessment	Evidence	Assessment method	Planned assessment date	Record of Achievement		
				Pass/refer/APA (if claiming APA detail evidence seen)	Assessor's signature or initials and date	IV initials (if sampled)
Professionalism and customer care for fitness instructors (Y/617/8591)	Worksheet	Written				
	Assignment – Personal and professional development	Written				
Health and safety in the fitness environment (Y/617/8591)	Worksheet	Written				
Conducting client consultations to support positive behaviour change (R/617/8592)	Worksheet	Written				
Planning and instructing safe and effective gym-based exercise (D/617/8592) (H/617/8593)	Assignment – Group session plan	Written				
Planning and instructing safe and effective gym-based exercise (case study)	Worksheet	Assignment – Personal and professional development				
	Modular observation – Consultation	Observation				

(D/617/8592) (H/617/8593)	Assignment – Session plan	Written				
Professionalism and customer care for fitness instructors (Y/617/8591)	Summative observation – Programme delivery	Observation				
Conducting client consultations to support positive behaviour change (R/617/8592)	Session / self-evaluation	Written				

**Assessment planning and record of achievement declaration**

Declaration		Name	Signature	Date
<b>Learner's agreement:</b>	I agree to be assessed according to the assessment plan and am happy that any additional support I require has been discussed and a separate plan put in place for this.  I declare that all of the evidence (listed in the assessment plan) that will be produced for this portfolio will be my own unaided work.			
<b>Assessor's agreement:</b>	I have discussed the planned assessments with the learner and any additional support required has been planned and recorded separately.			

**Record of achievement declaration**

Declaration		Name	Signature	Date
<b>Assessor 1's agreement:</b>	I declare that all learner evidence (listed in the assessment plan) has been assessed and meets the learning outcomes, assessment criteria and evidence requirements for the qualification.			
<b>Assessor 2's agreement:</b> (if applicable)	I declare that all learner evidence (listed in the assessment plan) has been assessed and meets the learning outcomes, assessment criteria and evidence requirements for the qualification.			
<b>Assessor 3's agreement:</b> (if applicable)	I declare that all learner evidence (listed in the assessment plan) has been assessed and meets the learning outcomes, assessment criteria and evidence requirements for the qualification.			
<b>Internal verifier's agreement:</b>	I declare that all learner evidence (initialled in the assessment plan) has been internally verified and meets the learning outcomes, assessment criteria and evidence requirements for the qualification.			

## Worksheet - Professionalism and customer care for fitness instructors

There are 49 marks available in this worksheet. You must score a minimum of 40 marks in total to achieve a Pass. In addition to achieving the total Pass mark, you must also score at least the minimum marks set for each question to achieve an overall Pass.

1. Summarise the Equality Act and explain how it relates to fitness instructing.

Summary of the Equality Act	Relation to fitness instructing

2 marks (minimum 1 mark)

2. Describe one client that a fitness instructor with no other qualifications can work with and one client that is outside his/her scope of practice.

Client a fitness instructor can work with	Client outside a fitness instructor's scope of practice

2 marks (minimum 1 mark)

3. Explain the insurance requirements and their importance when working as a fitness instructor.

Explanation of insurance requirements	Importance of having appropriate insurance as a fitness instructor

2 marks (minimum 1 mark)

4. Research your local area and identify a fitness facility that would best suit the needs of the following customers:

Customer needs	Fitness facility
Low budget, fitness only.	
Medium–large budget, family membership, including racquet sports, children’s activities and a café or restaurant.	
Low–medium budget, social interaction through group exercise with the avoidance of traditional fitness equipment, i.e. CV and fixed-resistance machines.	

3 marks (minimum 2 marks)

5. Complete the table to identify ways in which a fitness instructor can help meet the needs of customers in a fitness facility.

Building social support and inclusion	
Obtaining feedback from customers that can be used to support exercise adherence	

2 marks (minimum 1 marks)

6. Complete the table to describe the products and services offered in a local fitness facility.

Fitness facility name		
Products and services offered	Main products/services	Specialist products/services
Membership options and contracts available		

Description of the customer's journey, from entering the club for the first time to becoming an established member

6 marks (minimum 4 marks)

7. Why is member retention important and how can a fitness instructor positively influence member retention?

**The importance of member retention**

**Ways in which a fitness instructor can positively influence member retention**

2 marks (minimum 1 mark)

8. Explain the concept of professionalism.

1 mark (minimum 1 mark)

9. Explain the importance of each listed factor when delivering excellent customer care and give an example of a scenario for each.

Factor	Importance	Example scenario
Teamwork skills		
Being approachable and available to customers, even when busy		

Responding within an appropriate timescale		
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6 marks (minimum 4 mark)

10. Identify one verbal and one non-verbal method of communication.

<b>Verbal</b>
<b>Non-verbal</b>

2 marks (minimum 1 mark)

11. Give one example of negative body language.

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1 mark (minimum 1 mark)

12. You are working as an instructor in a fitness facility. Complete the table to explain how you would act in each situation to ensure a positive customer experience.

<b>You see a customer reading a noticeboard</b>	
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You need to explain to a group of customers that a timetabled exercise class has been cancelled due to the instructor being unavailable.

6 marks (minimum 4 marks)

13. When working in your fitness facility, you are approached by a customer who is frustrated and unhappy. Complete the table to explain the appropriate and inappropriate actions for each stage.

Scenario	Appropriate actions	Inappropriate actions
The customer begins to explain that he/she is not happy with the availability of equipment in the studio during classes		
You explain that you have recently had to remove some equipment for health and safety reasons and that it should be back in working order by the end of the week. The customer is not happy with your explanation and begins to get angry		
Following a further attempt to diffuse the situation and satisfy the customer, he/she is still not happy and you become aware that you are unable to resolve his/ her issue		
The day after your discussion with the customer you find out that the maintenance engineer cannot repair the equipment until the following week		

8 marks (minimum 6 mark)

14. Identify one benefit and one risk of using social media platforms in the role of fitness instructors.

Benefit	Risk

2 marks (minimum 1 mark)

15. Identify two social media platforms and give an example of the type of information that is commonly shared on each.

Social media platform	Example of information shared

4 marks (minimum 3 marks)

**Result total** / 49 marks (40 marks in total, with the minimum set marks achieved for each question required to pass)

Pass / Refer

Assessor's feedback:

## Assignment – Personal and professional development plan

Your personal and professional development plan consists of the following:

### **TASK 1 - Training needs analysis**

You will need to rate how confident you feel about your current skills and highlight any skills you feel you need for the role of fitness instructor. You will need to gain feedback from a peer, colleague or tutor.

### **TASK 2 - SWOT analysis**

You will need to complete a SWOT analysis to highlight areas where you are strong and areas where you are weaker. You will also need to highlight any opportunities you may have and if you foresee any threats.

### **TASK 3 - Development plan**

Based on your findings from tasks 1 and 2, you will need to complete a personal and professional development plan. Your goals must be SMART and include short-, medium- and long-term career goals. You will need to highlight any challenges and how you will overcome them.

## TASK 1 - Training Needs Analysis

<b>Training needs analysis</b>			
<b>Learner's name:</b>		<b>Date:</b>	
Below is a selection of skills that are needed to work in most environments and specific skills related to a fitness instructor. Against each one, rate how confident you feel about your current skills.			
<b>Skills</b>	<b>How would you rate your confidence in this area? (Please tick ✓)</b>		
	<b>Very confident</b>	<b>Quite confident</b>	<b>Not confident</b>
Communication – verbal and listening skills (dealing with customers/colleagues by telephone, electronically or face-to-face).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problem-solving (handling and resolving customer complaints and work-based issues).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing administration (paperwork and filing skills).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time management (managing time, planning, being effective, efficient, productive and reliable).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing positive working relationships (social skills, the ability to interact with others).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having compassion and care for others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attitude (having the right attitude towards work and the organisation you work for).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aptitude for learning and development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Literacy skills (reading, writing, vocabulary, spelling and comprehension).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Numeracy (understanding numerical data, statistics and graphs, making decisions and reasoning).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
IT skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal exercise technique – the ability to perform a range of exercises with good posture, alignment and technique.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Observation and correcting skills – the ability to recognise good and bad technique and provide coaching to correct technique, where required.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Programming skills – the ability to design tailor-made programmes for a range of individuals and their needs and goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Group-management skills – the ability to work with a group of people to ensure they are performing exercise safely, effectively and are motivated throughout.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Motivational skills – the ability to monitor a client or a group of people to achieve their short-, medium- and long-term goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## TASK 2 - SWOT analysis

Considering the findings from the training needs analysis, complete the SWOT analysis below.

<b>Strengths</b>	<b>Weaknesses</b>
<b>Opportunities</b>	<b>Threats</b>

### TASK 3 - Personal and Professional Development Plan

As a result of the SWOT analysis, create some realistic goals for personal and professional development and complete the plan below. Goals may be formal or informal, for example, training, research, guidance or support. Attempt to make goals SMART.

<b>Personal and professional development plan</b>				
<b>Goals – Areas where I need to develop</b>	<b>Actions I need to take to achieve this</b>	<b>Who do I need to help me with this?</b>	<b>Sources of information required and how it can be accessed</b>	<b>Review date</b>
What are the benefits of CPD for self, clients and organisations?				
What contribution would a workplace performance appraisal make to CPD?				

Personal and professional development	Marks	Results
Training needs analysis	1 marks (minimum 1 marks)	
SWOT analysis	8 marks (minimum 6 marks)	
Development plan	6 marks (minimum 4 marks)	

**Results total** / 15 marks (12 marks in total, with the minimum set marks achieved for each question required to pass)

**Pass / Refer**

Assessor's feedback:

## Worksheet - Health and safety in a fitness environment

There are 37 marks available in this worksheet. You must score a minimum of 30 marks in total to achieve a Pass. In addition to achieving the total pass mark, you must also score at least the minimum marks set for each question to achieve an overall pass.

1. Outline two responsibilities of employers and two rights and responsibilities of employees in the workplace.

Responsibilities of employers	Rights of employees	Responsibilities of employees

**6 marks** (minimum 4 marks)

2. Describe what may happen if employers and employees do not follow the legal requirements of health and safety.

**1 marks** (minimum 1 mark)

5. State the importance of having Normal Operating Procedures (NOPs) and Emergency Action Plans (EAPs) and describe a key area that should be included in each.

	NOPs	EAPs
Importance		
A key area that should be included		

4 marks (minimum 3 marks)

6. State two ways that you would supervise the gym environment to ensure member safety.


2 marks (minimum 1 mark)

How would you maintain the safety of customers and other staff?	
How would you deal with the spillage and breakage?	
How would you show courtesy and consideration to customers when cleaning up the spillage?	
How would you dispose of any waste from the cleaning operation?	
Explain the importance of safe storage and maintenance of cleaning equipment	

5 marks (minimum 4 marks)

10. List two problems that could potentially be caused by hazardous substances.


2 marks (minimum 1 mark)

11. Identify two requirements of employers and employees as stated in the COSHH Regulations.

Employer requirements	Employee requirements
1.	1.
2.	2.

**4 marks** (minimum 3 marks)

**Results total** / **37 marks** (30 marks in total, with the minimum set marks achieved for each question required to pass)

**Pass / Refer**

Assessor's feedback

## Worksheet - Conducting client consultations to support positive behaviour change

There are 38 marks available in this worksheet. You must score a minimum of 31 marks in total to achieve a Pass. In addition to achieving the total Pass mark, you must also score at least the minimum marks set for each question to achieve an overall Pass.

1. Identify one risk stratification model and explain how it can be used to assess risk.

Risk stratification model	How it can be used to assess risk

2 marks (minimum 1 mark)

2. How would you use the following approaches to support clients in changing their exercise behaviour?

Approach	How this could be used to support clients to change their exercise behaviour
Rewards	
Motivational interviewing	
Cognitive reframing	

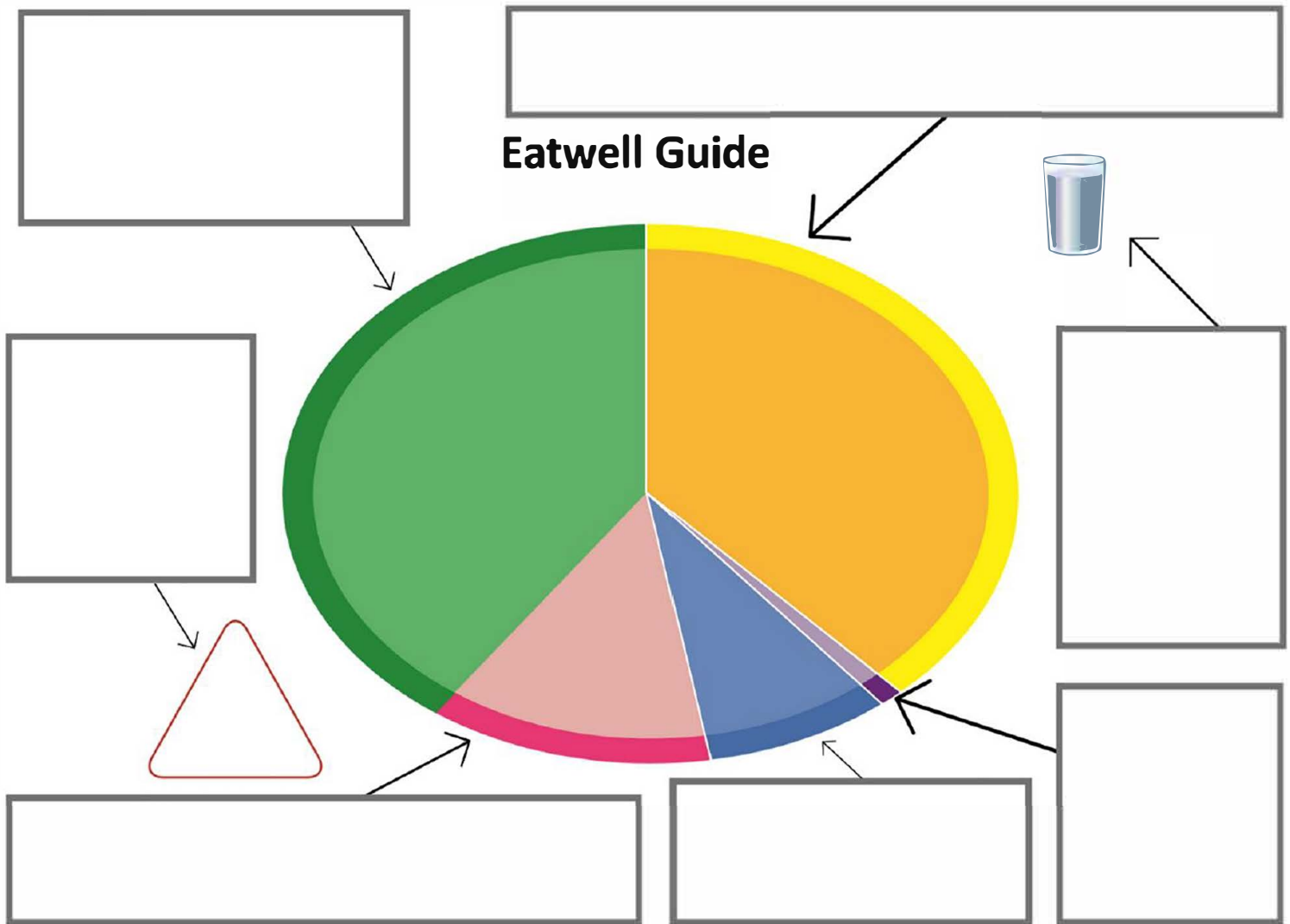
2 marks (minimum 2 marks)

3. Identify two other professionals to which an instructor might need to refer or signpost a client. Give an example of when it might be necessary to refer/signpost to each professional, and how it will take place.

Other professionals	When referral/signposting might be necessary	How referral/signposting will take place

6 marks (minimum 4 marks)

4. Label the Eatwell Guide below and provide examples of foods that belong to each section.



10 marks (minimum 7 marks)

5. The Eatwell Guide recommends that salt intake should be limited to how many grams a day? (Tick the correct answer.)

- A 2
- B 4
- C 6
- D 8

1 mark (minimum 1 mark)

6. What is the main fluid required to keep the body hydrated? (Tick the correct answer.)

- A Water
- B Coffee
- C Lemonade
- D Fruit juice

1 mark (minimum 1 mark)

7. What is the average daily energy requirement for an adult female? (Tick the correct answer.)

- A 1,000 kcals
- B 1,500 kcals
- C 2,000 kcals
- D 2,500 kcals

1 mark (minimum 1 mark)

8. What would be the result of consuming more calories than you expend? (Tick the correct answer.)

- A Increase in weight
- B Decrease in weight
- C Weight remains the same
- D Increase in flexibility

1 mark (minimum 1 mark)

9. Which of the following is the primary role of protein? (Tick the correct answer.)

- A To help the body to use fat-soluble vitamins
- B To provide insulation under the skin
- C To grow and repair human tissue
- D To assist digestion and hydration

1 mark (minimum 1 mark)

10. Which of the following is a common source of complex carbohydrate? (Tick the correct answer.)

- A Fish
- B Chocolate
- C Brown rice
- D Egg

1 mark (minimum 1 mark)

11. Explain two health risks of poor nutrition and two benefits of a nutrient-rich diet.

Health risks of poor nutrition	Benefits of a nutrient-rich diet

4 marks (minimum 3 marks)

12. Which of the following is a credible source of scientific, nutritional guidance? (Tick the correct answer)

- A Wikipedia
- B British Nutrition Foundation
- C The Guardian newspaper
- D Men's Health

1 mark (minimum 1 mark)

13. Identify two technologies that could be used to support a client's exercise adherence. For each technology, explain how it could be used to motivate clients and help them achieve their goals.

Technology	How it can be used to support and motivate clients

4 marks (minimum 3 marks)

14. Consider the following scenario and complete the table below: A client would like to lose a stone in weight and improve his/her cardiovascular fitness in preparation for a 'Race for Life' in six months.

Which fitness assessment/s would be appropriate?	
Describe the protocols for administering each assessment chosen	

2 marks (minimum 1 mark)

**Result total** / 38 marks (31 marks in total, with the minimum set marks achieved for each question required to pass)

**Pass/Refer**

Assessor's feedback:
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**Worksheet - Instructing safe and effective gym-based exercise**

There are 23 marks available in this worksheet. You must score a minimum of 18 marks in total to achieve a pass. In addition to achieving the total pass mark, you must also score at least the minimum marks set for each question to achieve an overall Pass.

1. If a client requires support in lifting a weight, they might need 'spotting'. Describe in detail an example of how you would correctly 'spot' an exercise of your choice. Give reference to instructor position and support, safety measures, correct client lifting technique.

**6 marks** (minimum 5 marks)

2. Describe how the acronym 'IDEA' should be used in each session with a client or group of clients.

**4 marks** (minimum 4 marks)

3. List the design variables when planning circuit training.

**5 marks** (minimum 5 marks)

4. Describe some of the considerations when delivering circuit training to a group.

**6 marks** (minimum 5 marks)

5. Briefly describe the relationship between rest and recovery time when planning circuit training.

**2 marks** (minimum 1 mark)

6. Explain the importance of using an appropriate teaching position to enable the observation and correction of all clients' techniques.

**3 marks** (minimum 2 marks)

**Result total** / 26 marks (20 marks in total, with the minimum set marks achieved for each question required to pass)

**Pass / Refer**

Assessor's feedback:

## Assignment – Group Session Plan

During the course you will be assessed on a detailed plan for inducting a small group of clients into the gym. You will be assessed on your ability create a sound working session plan for a minimum of 3 people; the session should last 45 minutes in total. You can design your session using the session template provided

Your session should include:

- A warm-up utilising at least one cardiovascular machine.
- Two free weights (FW), including a minimum of:
  - One exercise to be spotted.
  - One exercise that includes a dead lift.
- One body-weight (BW) exercise.
- One exercise using alternative functional training equipment (AFE), for example (not an exhaustive list):
  - Rigs.
  - Weighted bags.
  - Slam balls.
  - Medicine balls.

### Group session assignment – session planning mark scheme

Key: Competent mark a "Y", not competent mark a cross "X", competent with a comment mark a "C", and question mark a "Q".	
Did the learner:	Y-X-C-Q
Design a 45-minute session plan that would meet the needs, goals and ability of the individuals?	-
Use a safe and effective session structure?	-
Select safe and effective exercises and equipment for the warm-up component?	-
Select safe and effective exercises and equipment for the main workout?	-
Select safe and effective exercises and equipment for the cool-down component?	-
Select exercises that were functional for the client and his/her needs, wants and goals?	-
Describe how he/she would adapt and modify exercises and equipment to regress, progress and accommodate clients' needs where necessary?	-
Record the session plan in an appropriate format to help the client's understanding?	-
<b>Result:</b> Delete as appropriate	Pass <input type="radio"/> Refer <input type="radio"/>



## Learner guidance

### Step 1 – The Consultation

During the course your assessor will observe you conducting a consultation with your client. Prior to the assessment you must prepare the environment and resources required

During the consultation you will need to:

- Prepare a consultation environment that encourages open communication.
- Use the appropriate communication methods, techniques and skills to greet your client, build a rapport and gather valuable, open and honest information.
- Explain your role and the role of any other relevant professionals, including signposting to other professionals, where required.
- Review your client’s goals, readiness to exercise, motivators and barriers.
- Identify the appropriate strategies to address client barriers and maximise motivators.
- Develop and agree basic SMART (specific, measurable, achievable/ agreed realistic/relevant and timebound) goals to address client needs, wants and motivators.
- Identify the appropriate review points to monitor client progress.
- Complete the appropriate health-screening measurements for your client (following the established protocols accurately). You must also complete:
  - Two client-appropriate health-screening measurements (e.g. body weight, body composition, blood pressure, resting heart rate).
  - A fitness test (relating to client goals where possible)

You must upload a copy of the consultation recording onto the e-learning platform.

Modular summative observed session checklist – Consultation

**Key: Competent mark a “Y”, not competent mark a cross “X”, competent with a comment mark a “C”, and question mark a “Q”.**

**Customer care (A)**

Y-X-C-Q

**The learner has:**

1. Presented him/herself to customers, including ‘meeting and greeting’ politely and positively.
2. Spoken to customers clearly and put them at ease.
3. Explored how customers are feeling, where appropriate.
4. Shown customers respect at all times and in all circumstances.
5. Used the appropriate non-verbal communication and active listening techniques to develop a rapport with the client.

<b>Section A result:</b> Delete as appropriate	Pass <input type="radio"/>	Refer <input checked="" type="radio"/>	Date:
<b>Consultation (B) The learner has:</b>			Y-X-C-Q

1. Prepared a positive consultation environment that encourages open communication.	-		
2. Used open questions to encourage the client to respond with detailed answers.	-		
3. Explained the role of the gym instructor in the client's exercise journey.	-		
4. Used follow-up questions to encourage the client to elaborate on a response.	-		
5. Provided the appropriate advice and guidance for the client in response to the information gathered.	-		
6. Identified when to signpost a client to other professionals and explained their role (as required).	-		
7. Checked client readiness to exercise.	-		
8. Identified client barriers to exercise and identified appropriate strategies to address them.	-		
9. Identified client goals, needs, wants and motivators.	-		
10. Designed basic SMART (specific, measurable, achievable, realistic/relevant and time-bound) goals that address client needs, wants and motivators.	-		
11. Identified the appropriate review points to monitor client progress.	-		
12. Recorded client information appropriately and with regard to confidentiality.	-		
<b>Section B result:</b> Delete as appropriate	Pass <input type="radio"/>	Refer <input type="radio"/>	Date:
<b>Health-screening measurements (C) The learner has:</b>			Y-X-C-Q
1. Selected measurements that are suitable and relevant for the client, their needs, wants and goals.	-		
2. Followed the established protocols to safely, effectively and accurately carry out the measurements.	-		
3. Recorded the measurement results appropriately and with regard to confidentiality.	-		
<b>Section C result:</b> Delete as appropriate	Pass <input type="radio"/>	Refer <input type="radio"/>	Date:
<b>Final result:</b> Delete as appropriate	Pass <input type="radio"/>	Refer <input type="radio"/>	Date:

Assessor's feedback and questions

<b>Feedback and questions</b>	

## Step 2 – Planning your session

Before you plan your session, you will need to complete a risk assessment (located in the video guidance) which ensures that the environment you are selecting for your practical assessment is acceptable.

Prepare for your exercise session with your client by:

- Designing a 60-minute session plan for your client using a safe and effective session structure. Take all the information gathered during the consultation into account to ensure that the planned session will suit the client’s needs, goals and ability. The session plan must include:
- A suitable warm-up and preparatory stretch component.
- A suitable main workout, including exercises that are functional.
- A suitable cool-down and stretch component.
- Planned adaptations and modifications to regress, progress and accommodate client needs. **You can choose from the equipment and exercises available in your gym or at home.**

## Step 3 – Summative observation

Your assessor will observe you (via video) instructing your planned session.

### A. Summative observation - session planning mark scheme

Key: Competent mark a “Y”, not competent mark a cross “X”, competent with a comment mark a “C”, and question mark a “Q”.	
Did the learner:	Y-X-C-Q
Design a 45–60-minute session plan that would meet the needs, goals and ability of the individual client?	-
Use a safe and effective session structure?	-
Select safe and effective exercises and equipment for the warm-up component?	-
Select safe and effective exercises and equipment for the main workout?	-
Select safe and effective exercises and equipment for the cool-down component?	-
Select exercises that were functional for the client and his/her needs, wants and goals?	-
Describe how he/she would adapt and modify exercises and equipment to regress, progress and accommodate client needs where necessary?	-
Record the session plan in an appropriate format to help the client’s understanding?	-
<b>Result:</b> Delete as appropriate	Pass <input type="radio"/> Refer <input type="radio"/>

## Assessor's feedback and questions

### Feedback and questions

### B. Summative observed session checklist

Key: Competent mark a "Y", not competent mark a cross "X", competent with a comment mark a "C", and question mark a "Q".

Date:

Starting the session (A) The learner has:		Y-X-C-Q		
1. Prepared the environment and checked the equipment for the session to ensure that the safety of the client is maintained.		-		
2. Verbally screened the client to check his/her readiness to participate.		-		
3. Explained the appropriate health and safety considerations to the client.		-		
4. Explained the physical and technical demands of the planned exercises and components.		-		
Delivering the exercise session (B): The learner has:	Warmup Y-X-C-Q	Main workout Y-X-C-Q	Cooldown Y-X-C-Q	
1. Demonstrated the correct exercise techniques and safe use of the equipment (where appropriate).	-	-	-	
2. Provided clear and accurate explanations of exercise benefits to the client.	-	-	-	
3. Instructed safe and effective exercises that meet the client's needs, goals and ability.	-	-	-	
4. Communicated clearly and accurately, providing feedback and instructing points that are timely, clear and motivational.	-	-	-	
5. Used an appropriate teaching position to enable the observation and correction of the client.	-	-	-	
6. Provided and reinforced teaching points to enhance client performance.	-	-	-	
7. Adapted the exercise appropriately for the client where necessary.	-	-	-	
8. Monitored exercise intensity using the appropriate methods for the component and client.	-	-	-	

9. Gained feedback from the client to check his/her understanding of his/her performance.	-	-	-
10. Used safe and effective lifting, passing and spotting of weights that are appropriate to each exercise.	N/A	-	N/A
11. Established and maintained an effective working relationship with the client.	-	-	-
12. Managed the timings of the session effectively.	-	-	-
<b>Ending the session (C) The learner has:</b>			<b>Y-X-C-Q</b>
1. Gathered feedback from the client.			-
2. Provided constructive feedback for the client to summarise his/her performance and progress.			-
3. Responded accurately and appropriately to client questions.			-
4. Signposted clients to other activities they may enjoy or find interesting.			-
5. Checked that the environment and equipment were left in good order.			-
<b>Result:</b> Delete as appropriate	<b>Pass</b> <input type="radio"/>	<b>Refer</b> <input type="radio"/>	

**Assessor's feedback and questions**

Performance criteria	Feedback and questions

## Video evidence guidance

### Before Filming

- Complete a manual risk assessment of the exercise environment prior to exercise (see video evidence guidance and risk assessment form) and upload into assignment uploads on the e-learning platform.
- Complete all relevant screening and goal setting paperwork with the client.
- Complete programme card and submit this for assessment into assignment uploads on the e-learning platform.
- Consider the environment/space you are going to use.
- Consider the time of day you carry out the filming of your assessment.
- Ensure that you have your case study client to receive instruction and the other to complete the filming.
- Consider the use of a tripod for the person carrying out the filming so that the camera remains still.
- Consider the battery life of the camera / phone used to film the assessment.
- Consider the camera / phone memory used to store the video material.
- The client will need to complete a PARQ and informed consent which will both need to be submitted alongside the recording.
- Read through the assessment criteria and ensure that you practice this several times as you will need to ensure all points are covered.

### During Filming

- All parties (learner, client (participant) and person carrying out the filming) must confirm who they are and produce ID at the start of the video.
- Carry out a practice run of a section of the programme card and check the audio and the video to ensure it is recording clearly and the assessor will be able to understand. Your voice must be clearly heard at all times and not be distorted by background noise.
- Adjust your programme card to reflect adaptation to assessment, this will need to be completed and passed prior to filming.
- The video will need to include:
  - o Introduction with client.
  - o Warm-up and relevant stretches.
  - o Pre-prepared main session component delivery.
  - o Cool-down and relevant stretches (including PNF stretching).
  - o Full debrief with client.
  - o The person recording the session will need to ensure YOU and your CLIENT are ALWAYS in full shot (head to toe) to ensure:
    - **both the trainer and client be clearly heard at all times**
    - complete body alignment and movement can be seen.
    - the assessor can see how the client is responding to your instructions.
    - the assessor can see how well you are observing and correcting as well as adapting exercises if necessary.
    - side views of the client MUST also be seen in full shot.
  - o Health and safety followed with the use of space and equipment.
  - o Filming must be continuous and completed in one go on the same day – it can be completed in bite size sections but there cannot be any lapse in time between each video. Where one video stops the next must start at the same place and CLIENT and INSTRUCTOR must be seen to walk to the next piece of equipment on the video. Therefore, it is highly advisable to complete the entire assessment on one video.

### After Filming

- Watch the video before submission to check you have covered everything. **Check the recording is audible and clear.**

- When saving the videos use a clear numbering system that is easy to follow and understand, and includes your name in the title.
- Use the following format for labelling your video:
  - o Your Name – Assessment being completed – Video Section (if applicable)
  - o Joe Bloggs – PT – Video 1 – Introduction and ID
- Once you have reviewed your work and it is ready to submit, please upload your video into assignment uploads on the e-learning platform.

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Summit wishes to emphasise that whilst every effort is made to ensure accuracy, the material contained within this document is subject to alteration or amendment in terms of overall policy, financial or other constraints.

This Learner Achievement Portfolio (LAP) was developed in accordance with Focus Awards qualification structure.

