

YMCA Awards Level 2 Certificate in Gym Instructing

(603/2767/4)

Learner Achievement Record

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| Learner Name |  |

[www.trainermaker.com](http://www.trainermaker.com)

**COURSE UNITS & HOW EACH IS ASSESSED**

**Anatomy & physiology for exercise and fitness instructors**

Assessment 1 – Multiple choice theory exam

Assessment 2 – Digital Y-Mark assessment workbook

**Providing a positive customer experience in the exercise environment**

Assessment 2 – Digital Y-Mark assessment workbook

**Lifestyle and health awareness management**

Assessment 2 – Digital Y-Mark assessment workbook

**Gym-based programme planning and preparation**

Assessment 3 – Programming for client (LAR)

Assessment 4 – On-course practical delivery of specific gym-based exercises (LAR)

Assessment 6 – Case study (LAR)

Assessment 7 – Knowledge questions (LAR)

**Gym-based programme delivery and professional instruction**

Assessment 4 – On-course practical delivery of specific gym-based exercises (LAR)

Assessment 5 – Observation of consultation and end of course observation of gym-

based delivery (LAR)

As well as the multiple choice theory exam (assessment 1) and digital Y-Mark assessment workbook (assessment 2), this Learner Achievement Record (LAR) will guide you through a number of ‘TASKS’, which cover Assessments 3, 4, 5, 6 and 7. You will work through the TASKS in numerical order so that you complete each assessment in a progressive and logical fashion.

Assessment 1, the multiple choice theory exam, and Assessment 2, the digital Y-Mark assessment workbook can be completed at any time during your course.

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Please note, any pink shaded box within the LAR MUST be completed with a comprehensive answer. 100% completion required!

**Assessment Plan**

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| --- | --- | --- | --- | --- |
| Unit title | Assessment number | Evidence / Assessment method | Date, time and place of assessment | Reasonable adjustments |
| Anatomy and Physiology for Exercise and Fitness Instructors (K/616/7823) | 1 | Multiple choice theory paper (externally set) |  |  |
| 2 | Y-Mark Assessment workbook (Section A) |  |  |
| Providing a Positive Customer Experience in the Exercise Environment (M/616/7824) | 2 | Y-Mark Assessment workbook (Section B) |  |  |
| 5 | Observation of consultation and summative gym-based delivery |  |  |
| Lifestyle and Health Awareness Management (K/616/7949) | 2 | Y-Mark Assessment workbook (Section C) |  |  |
| Gym-based Programme Planning and Preparation (D/616/7950) | 3 | Programming for client (written consultation and planning documents) |  |  |
| 4 | On course practical delivery of specific gym-based exercise |  |  |
| 7 | Knowledge questions (written) |  |  |
| 6 | Case study |  |  |
| Gym-based Programme Delivery and Professional Instruction (H/616/7951) | 5 | Observation of consultation and summative gym-based delivery |  |  |
| 4 | On course practical delivery of specific gym-based exercise |  |  |

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| Learner signature |  |
| Assessor signature |  |
| IQA signature |  |

**Task 1**

Relating to Assessment 5

**Client Consultation Record**

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| --- | --- | --- |
| Client name | Age | Gender |
|  |  |  |

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| --- |
| Description of lifestyle, to include; family, occupation, hobbies etc |
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| Description of present exercise and physical activity levels (FITT) | Description of past exercise and physical activity levels (FITT) |
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| Other relevant information |
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| Client activity likes | Client activity dislikes |
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**PARQ**

There are a number of accepted screening tools available, however for the purposes of this Learner Achievement Record we have included a copy of the recognised Physical Readiness Questionnaire (PAR-Q) based on one created by the Canadian Society of Physiology, the British Columbia Ministry of Health and the Multidisciplinary Board of Exercise. Note that other examples can be downloaded and used.

The PAR-Q as provided below is a self-screening tool that can be used by anyone who is planning to start an exercise programme. Fitness trainers or coaches determine the safety or possible risks of exercising for an individual based upon their answers to the PAR-Q’s specific health history questions often use it. However, it should be noted that for older adults (those over the age of 69), the PAR-Q+ or its equivalent should be used as it contains further screening content.

Further tools such as risk assessments (ACSM/Irwin and Morgan) and ‘health commitments’ are often now utilised by health and fitness facilities as part of the screening process (see appendix).

|  |  |
| --- | --- |
| Name |  |
| Age |  |
| Gender |  |
| Contact number |  |
| Email |  |
| Next of kin |  |
| Next of kin contact number |  |

This PARQ is designed to help you to help yourself. Many benefits are associated with regular exercise and completion of this PARQ is a sensible first step to take if you are planning to increase the amount of physical activity in your life.

For most people, physical activity should not pose a problem or a hazard.

The PARQ has been designed to identify the small number of people for whom physical activity might be inappropriate or for those who should seek medical advice concerning the type of activity most suitable for them.

Common sense is the best guide for answering these questions

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| --- | --- | --- |
|  | Yes | No |
| Has your doctor ever said that you have a heart condition and that you should only do physical activity recommended by a doctor? |  |  |
| Do you feel pain in your chest when you do physical activity? |  |  |
| In the past month, have you had chest pain when you were not doing physical activity? |  |  |
| Do you lose your balance because of dizziness or do you ever lose consciousness? |  |  |
| Do you have a bone or joint problem (for example; back, knee or hip) that could be made worse by a change in physical activity? |  |  |
| Is your doctor currently prescribing drugs (for example; water pills) for your blood pressure or a heart condition? |  |  |
| Do you know of any other reason why you should not do physical activity? |  |  |

YES – If you have answered ‘yes’ to any of the above questions, then you are required to gain consent from your doctor before participating in the personal training programme.

NO - If you have answered ‘no’ to all of the above questions and you have reasonable assurance of your suitability for:

* A gym-based exercise programme, which will include exercises designed around your needs and goals. The programme will work all components of physical fitness and use the principles of fitness to ensure it is a gradual, periodised programme of exercise and physical activity.

Then you are permitted to participate in the exercise programme at your own risk.

You are advised to postpone entry into the programme if you feel unwell or have a temporary illness.

You must inform your instructor of any changes to your health status whilst engaged in your training programme.

Witness signature only required if client is aged under 16 or a vulnerable adult.

|  |  |  |  |
| --- | --- | --- | --- |
| Client name |  | Client signature |  |
| Witness name |  | Witness signature |  |
| Instructor name |  | Instructor signature |  |

**Informed consent**

I understand that the purpose of this exercise programme is to provide safe and individualized exercise to improve health and fitness. The exercises may include:

Cardiovascular machine activities – treadmill walking or jogging, rowing, cycling, stair climbing and other such activities in an outdoor or alternative environment

Resistance training activities using resistance machines, free weights or circuit training to improve muscular fitness

Core and flexibility/mobility exercises to improve core stability and movement/range of motion around the joints

Potential risks:

The exercise programme is designed to place a gradually increasing workload on the cardiovascular and muscular systems and thereby improve their function. The reaction of the cardiovascular and muscular system to such exercise cannot always be predicted with complete certainty. There is a risk of certain changes that might occur during or following the exercise. These changes could relate to blood pressure or heart rate.

Potential benefits:

I understand that a programme of regular exercise has been shown to be beneficial. Some of these benefits include

* A decrease in risk of heart disease
* A decrease in body fat
* Improved blood pressure
* Improvement in psychological function
* Improvement in aerobic fitness

The gym programme has been explained to me and my questions regarding the programme have been answered to my satisfaction. I understand that I am free to withdraw at any time. The information obtained will be treated as private and confidential.

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| --- | --- | --- | --- |
| Client signature |  | Date |  |
| Witness signature |  | Date |  |

**Consultation Record Continued….**

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| --- | --- |
| PARQ completed? (Y/N) |  |
| Any ‘YES’ answers? (Y/N) |  |
| Analysis of PARQ, responses and actions to be taken | |
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| --- | --- |
| Health assessment results (minimum 2 required) | |
| Resting heart rate (RHR) |  |
| Blood pressure |  |
| Height and weight |  |
| BMI |  |
| Waist circumference |  |
| Waist to hip ratio |  |
| Cardiovascular fitness test (specify) |  |
| Range of movement (specify) |  |
| Muscular fitness (specify) |  |

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| Health assessment results analysis (List considerations for the programme based on the above and PARQ. State whether you think the client should be referred to an appropriate professional prior to taking part in physical activity giving your reasons for referral – you may also use risk analysis tools such as ACSM/IRWIN and Morgan) |
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| Client’s readiness to participate (list general feelings and obstacles) |
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| SMART goals (indicate whether another party other than the instructor should be involved in goal setting and why) |
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| Other suggested activities available within the health and fitness facility that may help meet the client’s goals and compliment the gym programme |
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| Agreed programme review dates |
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**Observation Record and Feedback** (to be completed by ASSESSOR)

|  |  |
| --- | --- |
| Learner name |  |
| Assessor name | P BAILEY |
| IQA name |  |
| Date |  |
| Unit | Gym-based Programme Planning and Preparation (D/616/7950) |
| Assessment element | 5 |

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| The learner: | PASS/REFER |
| Utilised methods to collect client information, applicable to the individual client’s lifestyle and goals |  |
| Used appropriate communication methods to engage and fully support the client in meeting their needs |  |
| Identified client’s needs and any possible risks from participation in a gym-based programme, signposting to relevant professionals as required |  |
| Maintained client confidentiality (informing them of confidentiality of information given and how information will be stored) |  |
| Identified any barriers to participation in exercise and identified methods of supporting clients to overcome them |  |
| Identified basic health and fitness assessments relevant to the client and followed protocols when screening clients using assessments (as appropriate) and relayed information sensitively |  |
| Agreed objectives using SMART goal setting |  |
| Informed the client of the next review date highlighting the importance of reviewing programmes at regular intervals |  |

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| Consultation (formative) | Pass |  | Refer |  |
| Assessor feedback |  | | | |

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| --- | --- | --- | --- |
| Learner signature |  | Date |  |
| Assessor signature |  | Date |  |
| IQA signature |  | Date |  |

**Task 2**

Relating to Assessment 3 and 6

For this task you will complete 4 written programme cards;

* one for a healthy adult aged 16+ years (the same client as Task One)
* one for a group of 3-5 people
* one for a theoretical adult aged 50+ years
* one for a theoretical younger person aged 13-18 years

**Gym Programme Overview** (relating to your TASK ONE client)

|  |  |  |  |
| --- | --- | --- | --- |
| Session and venue details | | | |
| Venue |  | Location of first aid kit |  |
| Duty first aider |  | Location of telephone |  |
| Discipline |  | Duration of session |  |

|  |  |
| --- | --- |
| Client information | |
| Informed consent completed? |  |
| PARQ completed? |  |
| Height |  |
| Weight |  |
| BMI |  |
| Session objectives |  |
| Specific considerations relating to client (injuries etc) |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Environment checks to be made (List what checks you would make) | | | |
| Gym/studio |  | Fire exits |  |
| Temperature/ ventilation |  | Obstacles/hazards |  |

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| --- | --- |
| Organisation of equipment and resources (List all of the equipment that you have included in your programme card) | |
| Equipment requirements | List of health and safety checks made |
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| Client statement | |
| I (the client) agree with the statement objectives outlines above | |
| Signature |  |

**Gym Programme Card – for a healthy client aged 16+ yrs**

(same client as TASK ONE)

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| --- | --- |
| Client name |  |
| Training goal |  |
| Date |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| CV Warm-up | | | Component time | |  | |
| Equipment | Duration / timings | Level/speed | | RPE/HR | | Adaptation or alternative |
|  |  |  | |  | |  |

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| --- | --- | --- | --- | --- |
| Warm-up mobility/stretches | | Component time | |  |
| Muscle group/movement/stretch | Reps | | Time held/speed | |
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| --- | --- | --- | --- | --- | --- | --- | --- |
| Resistance training (4 machine weights/4 freeweights) | | | Component time | | | |  |
| Exercise/machine | Resistance | Reps | | Sets | Rest | Adaptation or alternative | |
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| Bodyweight (including any functional/motor skills exercises appropriate for the client) | | | Component time | | | |  |
| Exercise | Resistance | Reps | | Sets | Rest | Adaptation or alternative | |
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| --- | --- | --- | --- | --- | --- | --- |
| CV training | | | Component time | |  | |
| Equipment | Duration / timings | Level/speed | | RPE/HR | | Adaptation or alternative |
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| --- | --- | --- | --- | --- | --- | --- |
| Cool-down | | | Component time | |  | |
| Equipment | Duration / timings | Level/speed | | RPE/HR | | Adaptation or alternative |
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| --- | --- | --- | --- | --- |
| Cool-down stretches | | Component time | |  |
| Muscle group/stretch | Reps | | Time held/speed | |
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| Other activities the client may be interested in within the fitness facility to compliment their programme |
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| --- |
| Programme review dates |
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**Gym Programme Card – for a group of 3-5 clients**

|  |  |
| --- | --- |
| Client name |  |
| Training goal |  |
| Date |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Warm-up (RAMP protocol) | | Component time | |  |
| Muscle group/movement/stretch | Reps | | Time held/speed | |
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| --- | --- | --- | --- | --- | --- | --- | --- |
| Main session (1xRM, 1xFW, 1xBW) | | | Component time | | | |  |
| Exercise/machine | Resistance | Reps | | Sets | Rest | Adaptation or alternative | |
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| Description of exercise layout |  | | | | | | |

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| --- | --- | --- | --- | --- | --- | --- |
| CV training | | | Component time | |  | |
| Equipment | Duration / timings | Level/speed | | RPE/HR | | Adaptation or alternative |
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| Cool-down | | | Component time | |  | |
| Equipment | Duration / timings | Level/speed | | RPE/HR | | Adaptation or alternative |
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| Cool-down stretches | | Component time | |  |
| Muscle group/stretch | Reps | | Time held/speed | |
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| Other activities the clients may be interested in within the fitness facility to compliment their programme |
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**Gym Programme Overview and Programme Card – for an older adult aged 50+ yrs**

**Case study Older Adult**

Yellow shaded boxes to be completed

**Pre-Completed Client Consultation Record**

|  |  |  |
| --- | --- | --- |
| Client name | Age | Gender |
| Mrs Vivien Robinson | 65 | Female |

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| --- |
| Description of lifestyle, to include; family, occupation, hobbies etc |
| Vivien is a grandmother of 3 who is recently retired. She has a little spare time and would like to make fitness and physical activity a hobby. Other hobbies include bowling with her friends and reading, alongside looking after her grandchildren.  Vivien is keen to stay active and healthy so she can continue to look after her grandchildren. She wants to manage her weight and do a little resistance training in particular, as she is aware it can help with posture. She has a family history of diabetes and arthritis; although to date she hasn’t been affected. |

|  |  |
| --- | --- |
| Description od present exercise and physical activity levels (FITT) | Description od past exercise and physical activity levels (FITT) |
| Frequency – bowling x 1 per week, walking x 3 per week  Intensity – light to moderate  Time – bowling 2 hours, walking 30-45 minutes  Type – mostly light cardiovascular | Very active as a young person but less so for the past 10 years |

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| Client activity likes | Client activity dislikes |
| Walking and her bowling hobby  Thinks she would enjoy group classes as well as the gym although she’s never tried them. She’s willing to give most activities a try | Swimming  Jogging |

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| PARQ completed? (Y/N) | Yes |
| Any ‘YES’ answers? (Y/N) | No |
| Analysis of PARQ, responses and actions to be taken | |
| Although Vivien didn’t answer yes to any questions on the form, she is concerned about her family history of arthritis and diabetes | |

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| Health assessment results | |
| Resting heart rate (RHR) | 73 |
| Blood pressure | 125/85 |
| Height and weight | 5ft 2in  147lbs |
| BMI | 26.9 (overweight) |
| Waist circumference | 34 in |
| Waist to hip ratio | n/a |
| Cardiovascular fitness test (specify) | n/a |
| Range of movement (specify) | n/a |
| Muscular fitness (specify) | n/a |

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| --- |
| Health assessment results analysis (List considerations for the programme based on the above and PARQ. State whether you think the client should be referred to an appropriate professional prior to taking part in physical activity giving your reasons for referral – you may also use risk analysis tools such as ACSM/IRWIN and Morgan) |
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**Gym Programme Card – for an Older Adult aged 50+ yrs**

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| --- | --- |
| Client name |  |
| Training goal |  |
| Date |  |

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| CV Warm-up | | | Component time | |  | |
| Equipment | Duration / timings | Level/speed | | RPE/HR | | Adaptation or alternative |
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| --- | --- | --- | --- | --- |
| Warm-up mobility/stretches | | Component time | |  |
| Muscle group/movement/stretch | Reps | | Time held/speed | |
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| --- | --- | --- | --- | --- | --- | --- | --- |
| Resistance training (4 machine weights/4 freeweights) | | | Component time | | | |  |
| Exercise/machine | Resistance | Reps | | Sets | Rest | Adaptation or alternative | |
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| Bodyweight (including any functional/motor skills exercises appropriate for the client) | | | Component time | | | |  |
| Exercise | Resistance | Reps | | Sets | Rest | Adaptation or alternative | |
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| --- | --- | --- | --- | --- | --- | --- |
| CV training | | | Component time | |  | |
| Equipment | Duration / timings | Level/speed | | RPE/HR | | Adaptation or alternative |
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| --- | --- | --- | --- | --- | --- | --- |
| Cool-down | | | Component time | |  | |
| Equipment | Duration / timings | Level/speed | | RPE/HR | | Adaptation or alternative |
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| --- | --- | --- | --- | --- |
| Cool-down stretches | | Component time | |  |
| Muscle group/stretch | Reps | | Time held/speed | |
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| Other activities the client may be interested in within the fitness facility to compliment their programme |
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| Programme review dates |
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**Gym Programme Overview and Programme Card – for a younger person aged 13-18yrs**

**Case study Younger person**

Yellow shaded boxes to be completed

**Pre-Completed Client Consultation Record**

|  |  |  |
| --- | --- | --- |
| Client name | Age | Gender |
| Jamie Wilkinson | 13 | Male |

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| --- |
| Description of lifestyle, to include; family, occupation, hobbies etc |
| Jamie is a keen rugby player who is looking to improve performance in his sport. He trains twice a week with his local youth team and has regular games at the weekends. His hobbies include running and listening to rock music (when he’s not playing rugby).  His parents and older brother are very supportive of him succeeding in his sport as he has been chosen for a local semi-professional team.  He wants to develop core strength in particular as well as all over body strength. However, he is keen to learn machine and freeweight exercises. He also wants to improve flexibility in his hamstrings and lower back which become tight because of his training and current lack of stretching.  Jamie is at school and his homework and rugby training take up a lot of time. However, he believes that he still has an hour or so a week he can spend in the gym. |

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| Description od present exercise and physical activity levels (FITT) | Description od past exercise and physical activity levels (FITT) |
| Frequency – rugby x 2 per week and running x 1 per week  Intensity – moderate to high  Time – 4-6 hours across the week  Type – Cardiovascular and bodyweight strength/conditioning to date | As now, however intensity has increased in the past 2 years |

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| Client activity likes | Client activity dislikes |
| Rugby and running but keen on learning more about resistance training | Dancing  Football |

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| PARQ completed? (Y/N) | Yes |
| Any ‘YES’ answers? (Y/N) | No |
| Analysis of PARQ, responses and actions to be taken | |
| No action required | |

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| Health assessment results | |
| Resting heart rate (RHR) | 50 |
| Blood pressure | 120/76 |
| Height and weight | 5ft 7in  148lbs |
| BMI | 23.2 (normal) |
| Waist circumference | 32 in |
| Waist to hip ratio | n/a |
| Cardiovascular fitness test (specify) | n/a |
| Range of movement (specify) | Sit and reach test – 18 inches (could be improved) |
| Muscular fitness (specify) | Sit up test – 52 (good but room for improvement) |

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| Health assessment results analysis (List considerations for the programme based on the above and PARQ. State whether you think the client should be referred to an appropriate professional prior to taking part in physical activity giving your reasons for referral – you may also use risk analysis tools such as ACSM/IRWIN and Morgan) |
|  |

**Gym Programme Card – for a younger person aged 13-18 yrs**

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| --- | --- |
| Client name |  |
| Training goal |  |
| Date |  |

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| CV Warm-up | | | Component time | |  | |
| Equipment | Duration / timings | Level/speed | | RPE/HR | | Adaptation or alternative |
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| --- | --- | --- | --- | --- |
| Warm-up mobility/stretches | | Component time | |  |
| Muscle group/movement/stretch | Reps | | Time held/speed | |
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| --- | --- | --- | --- | --- | --- | --- | --- |
| Resistance training (4 machine weights/4 free weights) | | | Component time | | | |  |
| Exercise/machine | Resistance | Reps | | Sets | Rest | Adaptation or alternative | |
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| Bodyweight (including any functional/motor skills exercises appropriate for the client) | | | Component time | | | |  |
| Exercise | Resistance | Reps | | Sets | Rest | Adaptation or alternative | |
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| --- | --- | --- | --- | --- | --- | --- |
| CV training | | | Component time | |  | |
| Equipment | Duration / timings | Level/speed | | RPE/HR | | Adaptation or alternative |
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| --- | --- | --- | --- | --- | --- | --- |
| Cool-down | | | Component time | |  | |
| Equipment | Duration / timings | Level/speed | | RPE/HR | | Adaptation or alternative |
|  |  |  | |  | |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Cool-down stretches | | Component time | |  |
| Muscle group/stretch | Reps | | Time held/speed | |
|  |  | |  | |

|  |
| --- |
| Other activities the client may be interested in within the fitness facility to compliment their programme |
|  |

|  |
| --- |
| Programme review dates |
|  |

**Programming for Client from Case Studies Assessment Record and Feedback**

(to be completed by ASSESSOR)

|  |  |
| --- | --- |
| Learner name |  |
| Assessor name |  |
| IQA name |  |
| Date |  |
| Unit | Gym-based Programme Planning and Preparation (D/616/7950) |
| Assessment element | 3 & 6 |

|  |  |
| --- | --- |
| The learner: | PASS/REFER |
| Interpreted client information from consultation and screening for 3 clients (healthy adult, older adult, younger person) to select appropriate gym-based exercises to develop components of fitness, to include:   * Cardiovascular fitness * Muscular fitness * Flexibility * Functional ability and motor skills |  |
| Suggested some appropriate activities to compliment the client’s programme according to their interests and goals |  |
| Planned realistic timings for each component within the programme |  |
| Planned safe and effective warm-ups and cool-downs including appropriate mobility/stretching |  |
| Identified methods of training suitable for the individual client for each component, to include:   * 2 different types of CV machines * 4 resistance machines * 4 freeweight exercises * 2 bodyweight exercises (functional or motor skills also permitted) |  |
| Recorded programme plans in an appropriate format |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Programme cards (x4) | Pass |  | Refer |  |
| Assessor feedback |  | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| Learner signature |  | Date |  |
| Assessor signature |  | Date |  |
| Iv signature |  | Date |  |

**Task 3**

Relating to Assessment 7

**Knowledge Questions**

1. Outline two ways in which communication methods can be adapted to meet customer needs

|  |
| --- |
|  |

2. Explain why communication may need to be adapted due to a customer’s culture, background and/or experience

|  |
| --- |
|  |

3. Explain how non-verbal communication can affect customer behavior

|  |
| --- |
|  |

4. Outline three protocols to be followed prior to and/or during the screening of clients

|  |
| --- |
|  |
|  |
|  |

5a. List two examples of risk stratification (risk assessment/rating models)

|  |
| --- |
|  |
|  |

5b. Identify four variables that can be used when stratifying clients

|  |
| --- |
|  |
|  |
|  |
|  |

6. With regard to risk stratification, explain what is meant by:

1. low risk
2. medium risk
3. high risk

|  |  |
| --- | --- |
| Low risk |  |
| Medium risk |  |
| High risk |  |

7. Why is it important to store client information safely?

|  |
| --- |
|  |

8. Give two examples of how client information affects the planning of gym-based exercise

|  |
| --- |
|  |
|  |

9. Why is it important to agree goals and objectives for gym-based exercise with clients?

|  |
| --- |
|  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Knowledge Questions | Pass |  | Refer |  |
| Assessor feedback |  | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| Learner signature |  | Date |  |
| Assessor signature |  | Date |  |
| IQA signature |  | Date |  |

**Task 4**

Relating to Assessment 4 & 5

**On-course Group Formative Assessment - 3-5 participants**

(to be completed by ASSESSOR)

|  |  |
| --- | --- |
| Learner name |  |
| Assessor name |  |
| IQA name |  |
| Date |  |
| Unit | Gym-based Programme Delivery and Professional Instruction (D/616/7951) |
| Assessment element | 4 & 5 |

Instructing

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| The learner must: |  |  |  |  |
| CV | RM | FW | BW |
| I1. Instructed safe and effective exercises (including safe lifting, passing and spotting where required) for all the components of a gym-based exercise programme  Used appropriate warm up activities that were both safe and effective:   * CV component * Resistance machines * Free weight exercises * Use of small apparatus (optional) * Body weight/ functional exercises   Cool downs to include as a minimum pulse lowering and suitable flexibility/mobility exercises.  The learner should provide clear instruction, demonstration and explanation of exercises giving key teaching points throughout all components. They should look after the safety of themselves and their clients at all time. |  |  |  |  |
| I2. Monitored the safety and intensity of the exercises with the clients adapting them to ensure progression/regression as required  The learner must check the exertion levels of the clients at regular/suitable times using a variety of methods (observations, talk test etc.) and provide regressions/progressions according to ability and need. |  |  |  |  |
| I3. Gave explanations that were technically correct, with particular attention on alignment  The learner should provide instruction, demonstration and explanation of the key teaching points and provide explanations in jargon-free language (depending on client experience), highlighting the purpose and benefit of each exercise. They should apply concepts such as IDEA and NAMSET for demonstration purposes (where relevant to the client). Their performance of the exercises must be of sound technique. The learner should pay particular attention to the client’s alignment and techniques and correct (using verbal and visual methods). |  |  |  |  |
| I4. Checked clients’ understanding regularly  The learner should use effective communication methods appropriate to the clients and ask open-ended questions that encourage the clients to speak. They should use active listening to create rapport and ensure the clients understand the instructions and guidance offered. They should also ensure they understand information given to them by the clients. |  |  |  |  |
| I5. Adopted appropriate positions to observe clients and responded to them accordingly  The learner should explain to the clients why they are observing them and use appropriate methods with consideration to nervous clients. They should aim to observe their clients from all angles when possible and adapt their teaching position. |  |  |  |  |

Communication

|  |  |
| --- | --- |
| The learner must: | |
| C1. Identify the most appropriate way to communicate with the group, taking into account background, culture and experience. |  |
| C2. Engage the group from the outset making them feel at ease. |  |
| C3. Demonstrate professional behavior towards the group to give a positive impression of both themselves and the facility. |  |
| C4. Communicate with the group in a way that makes them feel valued. |  |
| C5. Use motivational styles appropriate to the group and the exercise format. |  |
| C6. Provide clear and supportive feedback and instruction at appropriate times. |  |
| C7. Use skill in communication to promote their individual services and the facilities as a whole in supporting the group’s goals. |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| On-course group | Pass |  | Refer |  |
| Assessor feedback |  | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| Assessor signature |  | Date |  |
| IQA signature |  | Date |  |

**On-course individual formative assessment**

(to be completed by ASSESSOR)

|  |  |
| --- | --- |
| Learner name |  |
| Assessor name |  |
| IQA name |  |
| Date |  |
| Unit | Gym-based Programme Delivery and Professional Instruction (D/616/7951) |
| Assessment element | 4 & 5 |

Instructing

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| The learner must: |  |  |  |  |
| RM | FW | BW | BW\* (chosen by assessor) |
| I1. Instructed safe and effective exercises (including safe lifting, passing and spotting where required) for all the components of a gym-based exercise programme  Used appropriate warm up activities that were both safe and effective:   * CV component * Resistance machines * Free weight exercises * Use of small apparatus (optional) * Body weight/ functional exercises   Cool downs to include as a minimum pulse lowering and suitable flexibility/mobility exercises.  The learner should provide clear instruction, demonstration and explanation of exercises giving key teaching points throughout all components. They should look after the safety of themselves and their clients at all time. |  |  |  |  |
| I2. Monitored the safety and intensity of the exercises with the clients adapting them to ensure progression/regression as required  The learner must check the exertion levels of the clients at regular/suitable times using a variety of methods (observations, talk test etc.) and provide regressions/progressions according to ability and need. |  |  |  |  |
| I3. Gave explanations that were technically correct, with particular attention on alignment  The learner should provide instruction, demonstration and explanation of the key teaching points and provide explanations in jargon-free language (depending on client experience), highlighting the purpose and benefit of each exercise. They should apply concepts such as IDEA and NAMSET for demonstration purposes (where relevant to the client). Their performance of the exercises must be of sound technique. The learner should pay particular attention to the client’s alignment and techniques and correct (using verbal and visual methods). |  |  |  |  |
| I4. Checked clients’ understanding regularly  The learner should use effective communication methods appropriate to the clients and ask open-ended questions that encourage the clients to speak. They should use active listening to create rapport and ensure the clients understand the instructions and guidance offered. They should also ensure they understand information given to them by the clients. |  |  |  |  |
| I5. Adopted appropriate positions to observe clients and responded to them accordingly  The learner should explain to the clients why they are observing them and use appropriate methods with consideration to nervous clients. They should aim to observe their clients from all angles when possible and adapt their teaching position. |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| On-course 1 participant | Pass |  | Refer |  |
| Assessor feedback |  | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| Assessor signature |  | Date |  |
| IQA signature |  | Date |  |

**End of Course Summative Assessment - 1 participant**

(to be completed by ASSESSOR)

|  |  |
| --- | --- |
| Learner name |  |
| Assessor name |  |
| IQA name |  |
| Date |  |
| Unit | Gym-based Programme Delivery and Professional Instruction (D/616/7951) |
| Assessment element | 4 & 5 |

Preparing

|  |  |
| --- | --- |
| The learner must: | PASS/REFER |
| P1. Prepared self to supervise gym-based exercise  The learner pre-plans for the session. They must present themselves wit ha professional appearance, arrive punctually and have all appropriate paperwork ready. |  |
| P2. Selected equipment for gym-based exercise programmes appropriate to the client’s needs  The learner pre-selects appropriate equipment for all components of the session suitable for an induction/gym-based session. |  |
| P3. Prepared the environment with safety and hygiene in mind, including cleaning (as needed) and checking all equipment to be used:   * Cleaned gym equipment as required to maintain hygiene levels using appropriate cleaning substances * Used appropriate signage to identify potential hazards whilst cleaning equipment and facilities * Demonstrated effective communication with customers and colleagues regarding cleaning |  |
| P4. Introduced the gym environment to the client by:   * Performing a verbal health check prior to starting the session * Describing the demands of the session confirming or revising plans as needed * Explaining the purpose of each session component * Providing the clients with health and safety information and emergency procedures |  |

Instructing

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| The learner must: |  |  |  |  |  |
| WU | CV | RM | FW | CD |
| I1. Instructed safe and effective exercises (including safe lifting, passing and spotting where required) for all the components of a gym-based exercise programme  Used appropriate warm up activities that were both safe and effective:   * CV component * Resistance machines * Free weight exercises * Use of small apparatus (optional) * Body weight/ functional exercises   Cool downs to include as a minimum pulse lowering and suitable flexibility/mobility exercises.  The learner should provide clear instruction, demonstration and explanation of exercises giving key teaching points throughout all components. They should look after the safety of themselves and their clients at all time. |  |  |  |  |  |
| I2. Monitored the safety and intensity of the exercises with the clients adapting them to ensure progression/regression as required  The learner must check the exertion levels of the clients at regular/suitable times using a variety of methods (observations, talk test etc.) and provide regressions/progressions according to ability and need. |  |  |  |  |  |
| I3. Gave explanations that were technically correct, with particular attention on alignment  The learner should provide instruction, demonstration and explanation of the key teaching points and provide explanations in jargon-free language (depending on client experience), highlighting the purpose and benefit of each exercise. They should apply concepts such as IDEA and NAMSET for demonstration purposes (where relevant to the client). Their performance of the exercises must be of sound technique. The learner should pay particular attention to the client’s alignment and techniques and correct (using verbal and visual methods). |  |  |  |  |  |
| I4. Checked clients’ understanding regularly  The learner should use effective communication methods appropriate to the clients and ask open-ended questions that encourage the clients to speak. They should use active listening to create rapport and ensure the clients understand the instructions and guidance offered. They should also ensure they understand information given to them by the clients. |  |  |  |  |  |
| I5. Adopted appropriate positions to observe clients and responded to them accordingly  The learner should explain to the clients why they are observing them and use appropriate methods with consideration to nervous clients. They should aim to observe their clients from all angles when possible and adapt their teaching position. |  |  |  |  |  |

Ending

|  |  |
| --- | --- |
| The learner must: | PASS/REFER |
| E1. Allow sufficient time to end the session  The learner should consider clients’ fitness levels, intensity of workout and temperature/ environmental conditions. |  |
| E2. Use safe and effective cool down exercises  The learner should provide a cool down appropriate to the clients’ needs nad goals which may include a pulse lowering element ( this may be on a CV machine) and stretching, to include a developmental stretch. |  |
| E3. Give the group an accurate summary of the session providing relevant feedback, and gave the group the opportunity to reflect on the session and to:   * Ask questions * Provide feedback * Identify further needs |  |
| E4. Make sure the group understood how to continue with a gym-based programme without supervision  The learner should gain clarification on the clients’ understanding of a gym programme, how they would find help and assistance with their programme, together with where to find help if they are experiencing difficulties. The learner should offer their support. |  |
| E5. Discuss other forms of training, such as classes within the facility, that the client may want to consider to support their programme and goals |  |
| E6. Leave the environment in a suitable condition for future use, including maintaining health and safety and hygiene  The learner should return equipment to its correct storage space, wipe down equipment, report any maintenance issues (as needed) and leave the area safe, clean, tidy and ready for other users. |  |

Evaluation

|  |  |
| --- | --- |
| The learner must: | PASS/REFER |
| EV1. Reviewed the outcomes of working with the client, taking into account their feedback  The learner gathers feedback from the clients in verbal or written formats and accepted feedback objectively. |  |
| EV2. Gave clients the opportunity to ask questions and reflected on:   * How well the exercise met the client’s needs * The effectiveness of the session structure and equipment for meeting the client’s needs * How effective and motivational the relationship with the client was * How well the instruction and communication styles matched the client’s needs * The safety and effectiveness of the programme and exercises * Things that went well and things to improve |  |
| EV3. Identified how to improve personal practice  The learner explains that reflective practice is important for improving their own practice, retaining clients, aiding in personal development and to meet client expectations and ensure programmes are safe and effective. |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| End of course 1 participant | Pass |  | Refer |  |
| Assessor feedback |  | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| Learner signature |  | Date |  |
| Assessor signature |  | Date |  |
| IQA signature |  | Date |  |

**Session Evaluation**

|  |  |
| --- | --- |
| Learner name |  |
| Date |  |

|  |
| --- |
| After my session, I received the following feedback from the client/s: |
|  |

|  |  |
| --- | --- |
| My exercises met the needs of the client in the following ways: | |
| Instructing style | Individual needs |
| End of course |  |

|  |
| --- |
| My relationship with the client/s, including communication style and motivation, was effective in the following ways: |
|  |

|  |
| --- |
| How safe and effective were the exercises given and the programme as a whole in relation to client/s need? |
|  |

|  |
| --- |
| I will improve my personal practice in the following ways: |
|  |

|  |
| --- |
| How do you think reflecting on sessions can assist you in your role as a gym instructor? |
|  |

|  |
| --- |
| Assessor feedback as to how the learner met the outcomes, with references |
|  |

**Assessor feedback**

**Summary of Achievement**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Unit title | Assessment Number | Evidence/ Assessment method | Assessment outcome (P/R/E) | Assessor signature/ date | Action plan/ evidence for exemption | Reassessment outcome (P/R/E) | Assessor signature/ date |
| Anatomy and Physiology for Exercise and Fitness Instructors (K/616/7823) | 1 | MCT |  |  |  |  |  |
| 2 | Assessment workbook Section A |  |  |  |  |  |
| Assessor signature for sign off | | | |  | | | |
| IQA signature if sampled | | | |  | | | |
| EQA signature if sampled | | | |  | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Unit title | Assessment Number | Evidence/ Assessment method | Assessment outcome (P/R/E) | Assessor signature/ date | Action plan/ evidence for exemption | Reassessment outcome (P/R/E) | Assessor signature/ date |
| Providing a positive customer experience in the exercise environment (M/616/7824) | 3 | Assessment workbook (Section B part 1 & 2) |  |  |  |  |  |
| 5 | Observation of consultation and summative gym-based delivery |  |  |  |  |  |
| Assessor signature for sign off | | | |  | | | |
| IQA signature if sampled | | | |  | | | |
| EQA signature if sampled | | | |  | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Unit title | Assessment Number | Evidence/ Assessment method | Assessment outcome (P/R/E) | Assessor signature/ date | Action plan/ evidence for exemption | Reassessment outcome (P/R/E) | Assessor signature/ date |
| Lifestyle and health awareness management (K616/7949) | 2 | Assessment workbook Section C |  |  |  |  |  |
| Assessor signature for sign off | | | |  | | | |
| IQA signature if sampled | | | |  | | | |
| EQA signature if sampled | | | |  | | | |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Unit title | Assessment Number | Evidence/ Assessment method | Assessment outcome (P/R/E) | Assessor signature/ date | Action plan/ evidence for exemption | Reassessment outcome (P/R/E) | Assessor signature/ date |
| Gym-based programme planning and preparation (D/616/7950) | 3 | Programming for client |  |  |  |  |  |
| 5 | Observation of consultation and summative gym-based delivery |  |  |  |  |  |
| 6 | Programming from case studies |  |  |  |  |  |
| 7 | Knowledge questions |  |  |  |  |  |
| Assessor signature for sign off | | | |  | | | |
| IQA signature if sampled | | | |  | | | |
| EQA signature if sampled | | | |  | | | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Unit title | Assessment Number | Evidence/Assessment method | Assessment outcome (P/R/E) | Assessor signature/date | | Action plan/ evidence for exemption | Reassessment outcome (P/R/E) | Assessor signature/ date |
| Gym-based programme delivery and professional instruction (H/616/7951) | 4 | On course practical delivery of specific gym-based exercise |  |  | |  |  |  |
| 5 | Observation of consultation and gym session (summative) |  |  | |  |  |  |
| Assessor signature for sign off | | | | |  | | | |
| IQA signature if sampled | | | | |  | | | |
| EQA signature if sampled | | | | |  | | | |

**YMCA Awards Level 2 Certificate in Gym Instructing (606/2767/4)**

|  |  |  |  |
| --- | --- | --- | --- |
| Learner’s name |  | Centre name | TrainerMaker |
| Assessor’s name |  | IQA’s name |  |

**Learner authenticity statement:**

I confirm that the evidence provided for this qualification is entirely my own work.

|  |  |  |  |
| --- | --- | --- | --- |
| Learner’s signature |  | Date |  |

**Assessor sign-off statement**

I confirm that I am satisfied that the learner named above has provided evidence that is valid, authentic, reliable, current and sufficient to demonstrate the required knowledge, understanding and/or skills for the units signed off here

|  |  |  |  |
| --- | --- | --- | --- |
| Assessor’s signature |  | Date |  |
| IQA’s signature |  | Date |  |

**Appendix**

**Risk stratification guidance and scoring**

Risk classification is an important health assessment tool with which all fitness professionals should be familiar. It is a systematic screening developed by the ACSM that addresses signs and symptoms of heart disease, risk factors for heart disease and family history. Risk classification is determined based on the presence or absence of a known cardiovascular, pulmonary, renal or metabolic disease or the presence or absence of symptoms of these diseases. Diseases are known if the client has already been diagnosed by a doctor. Signs or symptoms may or may not be diagnosed but will aid an instructor’s ability to classify the client’s risk appropriately.

|  |  |  |
| --- | --- | --- |
| Risk factors | Criteria | Rating |
| Age | Men 45 years. Women 55 years | +1 |
| Family history | Myocardial infarction, coronary revascularization, or sudden death before 55 years of age in father or other 1st degree male relative or before 65 years of age in mother or other 1st degree female relative | +1 |
| Cigarette smoking | Current cigarette smoker or those who quit within the previous 6 months, or exposure to environmental tobacco smoke (Ie, second hand smoke) | +1 |
| Sedentary lifestyle | Not participating in at least 30 minutes of moderate intensity physical activity on at least 3 days per week for at least 3 months | +1 |
| Obesity | Body mass index ≥ 30 or waist circumference >102cm men, >88cm women | +1 |
| Cholesterol | LDL ≥130mg/dL (3.37mmol/L) or HDL <40mg/dL (1.04mmol/L or currently on lipid lowering medication. If total serum cholesterol is all that is available, use serum cholesterol >200mg/dL (5.18mmol/L) | +1 |
| Diabetes | Fasting plasma glucose ≥100mg/dL (5.5mmol/L) but <126mg/dL (6.93mmol/L) or impaired glucose tolerance (IGT) where a 2 hour oral glucose tolerance test (OGTT) value is ≥140mg/dL (7.7mmol/L), but <200mg/dL (11.0mmol/L) | +1 |
| High HDL Cholesterol | ≥60mg/dL (1.55mmol/L) | -1 |

Following completion of this risk stratification, a risk-rating figure will have been established. The ratings will provide guidance for the next steps and how appropriate it is for a client to undertake physical activity.

Low risk – Less than 2

Moderate risk – More than 2

High risk – More than 2 and known heart problems including hypertension