



Learner
Achievement
Portfolio

Active IQ Level 2 Certificate in Gym Instructing

Qualification
Accreditation Number:
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Active iQ

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Active IQ Level 2 Certificate in Gym Instructing

Assessment plan and record of achievement

Centre name:

Learner's name:

				Record of Achievement		
Mandatory units: Stage of assessment	Evidence	Assessment method	Planned assessment date	Pass/refer/APA (if claiming APA detail evidence seen)	Assessor's signature or initials and date	IV initials (if sampled)
Principles of anatomy, physiology and fitness	Theory paper	Externally set multiple-choice question paper				
Professionalism and customer care for fitness instructors	Worksheet	Written				
	Assignment – Personal and professional development	Written				
Professionalism and customer care for fitness instructors Conducting client consultations to support positive behaviour change	Modular summative observation – Consultation	Observation				
Professionalism and customer care for fitness instructors Planning and instructing gym-based exercise	Modular summative observation – Group induction	Observation				

Health and safety in the fitness environment	Worksheet	Written				
	Assignment – Risk assessment, maintenance and handover	Written				
Conducting client consultations to support positive behaviour change	Worksheet	Written				
	Assignment – Health promotion poster	Written				
Planning and instructing gym-based exercise	Assignment – Session plan	Written				
	Summative observation – Programme delivery	Observation				
	Session evaluation	Written				

Assessment planning and record of achievement declaration

Declaration		Name	Signature	Date
Learner's agreement:	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.			
Assessor's agreement:	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
Assessor 1's agreement:	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.			
Assessor 2's agreement: (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.			
Assessor 3's agreement: (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.			
Internal verifier's agreement:	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.			

Professionalism and customer care for fitness instructors

Unit Accreditation Number: K/616/7501

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		

6 marks (minimum 4 mark)

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

Verbal
Non-verbal

2 marks (minimum 1 mark)

11. Give one example of negative body language.

--

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.

You see a customer reading a noticeboard	
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

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

TASK 2 - SWOT analysis

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

Strengths	Weaknesses
Opportunities	Threats

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.

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

Health and safety in a fitness environment

Unit Accreditation Number: M/616/7502

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. Explain the following terms in relation to health and safety in the workplace.

Duty of care	
Hazard	
Risk	

3 marks (minimum 2 marks)

3. Identify two key legal and regulatory requirements that are relevant to health and safety in the workplace.

2 marks (minimum 1 mark)

4. 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)

7. Describe how a fitness facility maintains standards of cleanliness.

--

1 marks (minimum 1 mark)

8. List two types of cleaning equipment and two types of personal protective equipment (PPE) used in a fitness environment and covered by COSHH regulations.

Cleaning equipment	PPE
1.	1.
2.	2.

4 marks (minimum 3 marks)

9. Consider the following scenario and complete the table below: A glass bottle has smashed in the free weights area, spilling fluid all over the floor.

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)

12. Describe the importance of COSHH assessments.

--

1 marks (minimum 1 mark)

13. List two types of information provided in COSHH assessments.

2 marks (minimum 1 mark)

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:

Assignment – Risk assessment, maintenance checks and handover

Consider the following scenario: You are working in a busy gym and during your supervision of the gym floor, you are on the lookout for possible hazards that might pose a risk to customers, staff and other visitors.

TASK 1

Identify four hazards in the image below (circle as appropriate).



TASK 2

Choose one of the hazards identified in task 1 and complete a risk assessment:

- Identifying the five stages of a risk assessment.
- Relate them to the identified hazard.
- Explain how the risk of the hazard can be eliminated or reduced.

Risk-assessment stage (identify each one)	HAZARD
1.	
2.	
3.	
4.	
5.	
How should the risk be managed?	

TASK 3

Complete a maintenance checklist identifying the faulty equipment from the image below.



Piece of equipment	Yes/ no	What is wrong?	Action to be taken	Instructor initials
Equipment:				
Electronic display is clear				
All buttons are working				
Treadmill belt is moving smoothly				
Stop clip and button are working				
Power cable is hidden away and free from damage				
Plug is free from damage				
Seat adjustments are secure				

TASK 4

Complete a written handover to pass onto the next fitness instructor on shift. In addition to the faulty equipment, you need to make him/her aware of:

- An induction that is booked in at 11am.
- A class that has been cancelled at 10.30am.
- What has and has not been cleaned during your shift.

Assignment mark scheme – Risk assessment, maintenance checks and handover

Did the learner complete the tasks, to include:	Possible marks	Actual marks
1. Task 1 - Identifying hazards?	4 (minimum 3 marks)	
2. Task 2 - Risk assessment?	12 (minimum 9 mark)	
3. Task 3 - Maintenance checklist?	2 (minimum 1 mark)	
4. Task 4 - Handover?	3 (minimum 2 marks)	

Total / **21 marks** (17 marks in total, with the minimum set marks achieved for each question required to pass)

Pass/Refer

Assessor's feedback:

Conducting client consultations to support positive behaviour change

Unit Accreditation Number: A/616/7504

Worksheet – Supporting clients

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	

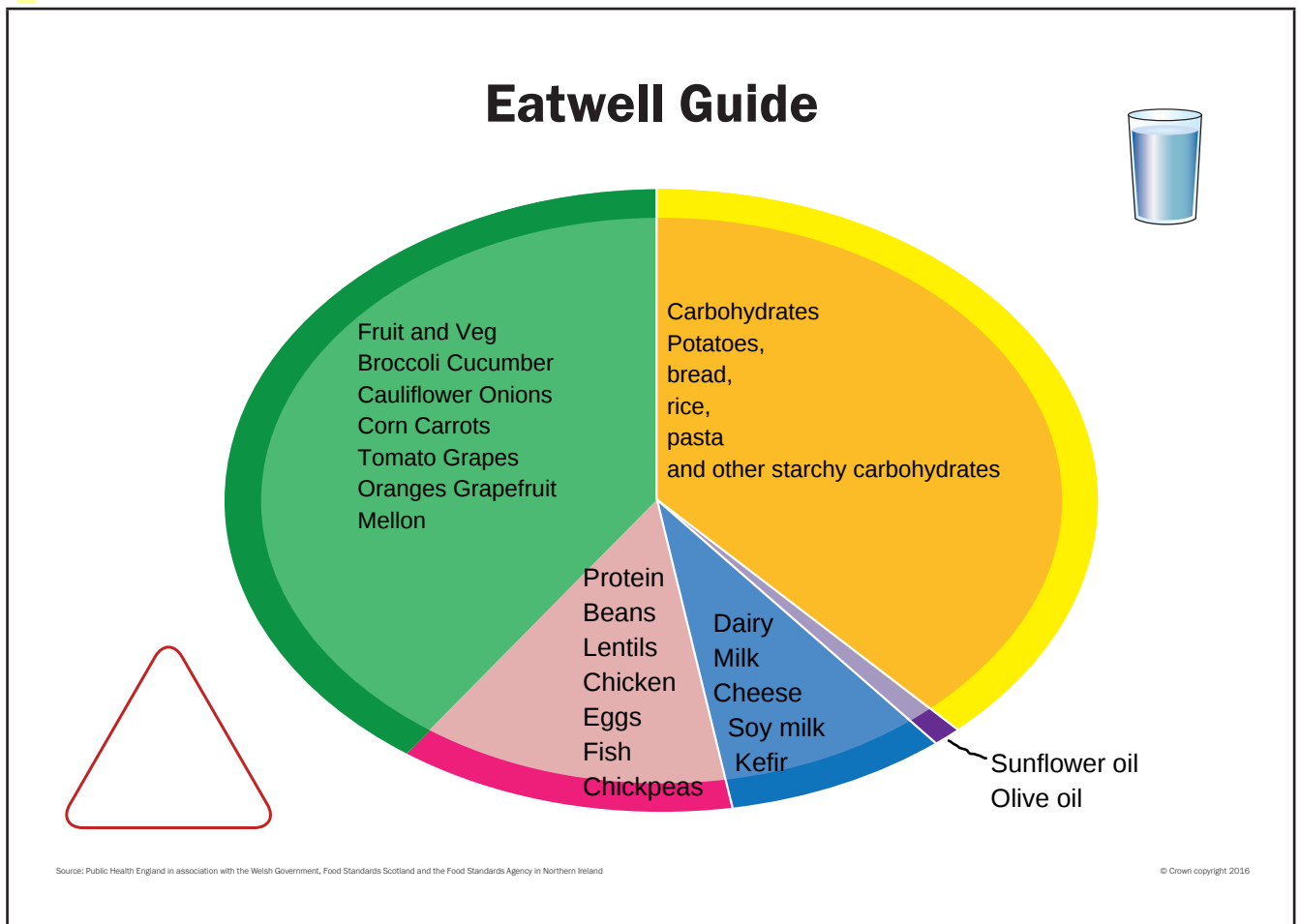
3 marks (minimum 2 marks)

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? (Circle 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? (Circle 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? (Circle 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? (Circle 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? (Circle 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? (Circle 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? (Circle 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:

Assignment – Health promotion – the importance of a healthy lifestyle

Learner guidance

You need to design a single poster or infographic (electronic image containing written facts and/or statistical information) to communicate the benefits of a healthy lifestyle and the risks of obesity and an unhealthy lifestyle. The poster is targeted at people who are considering making changes to their lifestyle but who are still not fully committed.

The type and level of information conveyed should be appropriate for the target group. You should use a combination of images, statistical data and bullet-point text to describe the following:

The message

- The health risks of being overweight or obese.
- The current prevalence of obesity in the UK.
- The benefits of a healthy lifestyle.
- The risks of an unhealthy lifestyle (relate to common medical conditions).

You must include sources of evidence-based, credible health and well-being information.

Assignment mark scheme – Health promotion – the importance of a healthy lifestyle

Did the learner complete the poster or infographic, to include:	Possible marks	Actual marks
1. The terminology and level of detail appropriate for the target audience?	1 (minimum 1 marks)	
The message		
2. The health risks of being overweight or obese?	3 (minimum 2 mark)	
3. The current prevalence of obesity in the UK?	3 (minimum 2 marks)	
4. The benefits of a healthy lifestyle?	3 (minimum 2 marks)	
5. The risks of an unhealthy lifestyle (relate to common medical conditions)?	3 (minimum 2 marks)	

Total / **13 marks** (11 marks in total, with the minimum set marks achieved for each question required to pass)

Pass/Refer

Assessor's feedback:

Professionalism and customer care for fitness instructors

Unit Accreditation Number: K/616/7501

Conducting client consultations to support positive behaviour change

Unit Accreditation Number: A/616/7504

Planning and instructing gym-based exercise

Unit Accreditation Number: F/616/7505

Individual client session planning and instruction

Guidance for selecting a client

Your client must be:

- A real person, with specific and legitimate goals agreed with you, the learner, which will also form part of the summative assessment.
- Apparently healthy and have no medical conditions which would be considered out of a gym instructor's or personal trainer's scope of practice and able to take part in the planned session.

**In the event of an unforeseen circumstance that means the client cannot participate in your summative observed session, another person can take their place; however the following criteria must be met:*

The replacement client must be:

- Apparently healthy and have no medical conditions which would be considered out of a gym instructor's or personal trainer's scope of practice and able to take part in the planned session, or able to take part following reasonable adaptations.

When using a replacement client you must make any planning adaptations prior to the summative observed session and be prepared to adapt the actual session as it progresses.

All observed summative exercise sessions must take place within an environment appropriate for the client and planned session.

All of the assessment documentation and checklists have been developed to ensure that the learner is able to plan and instruct sessions designed to meet their client's goals, whilst also being able to monitor intensity, motivation, effectiveness and make the appropriate adaptations to ensure that their client is able to progress towards their goals, providing client-focused results and customer satisfaction.

***Modular summative and summative observation guidance**

A modular summative observation is a flexible assessment format which allows the completion of an assessment on one or more occasions. For example, the consultation assessment may involve your assessor observing the whole consultation with your client in one session, or they may observe each section during different parts of the course.

A summative observation is where the assessment takes place on one occasion. For example, the programme delivery will be observed and assessed in one session.

Learner guidance

Step one – The consultation

Your assessor will observe you consulting your client for approximately ten minutes to gather the appropriate health, medical and lifestyle information. The information gathered will be used to plan the exercise session. 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 time-bound) 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 complete:
 - Two client-appropriate health-screening measurements (e.g. body weight, body composition, blood pressure, resting heart rate).

NOTES

- The consultation is a modular summative assessment, which means it can be assessed over time or in one attempt.
- This observation can be assessed by recorded video submission or live.
- This assessment must be observed by one assessor per learner.

Step two – Planning a session

Prepare for your exercise session with your client by:

- Designing a 45–60-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.

Step three – Summative observation

Your assessor will observe you instructing your planned session.

Step four – Self-evaluation

Using a combination of your own self-reflections and feedback collected from your client during the instruction of the planned session, complete the session self-evaluation included in this LAP.

Modular summative observed session checklist – Consultation

Key: Competent mark a tick (✓) Not competent mark a cross (X) Competent with a comment mark a bullet point (•) Question mark a Q			
Customer care (A)			✓ / X
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.			
Section A result:	Pass	Refer	Date:
Delete as appropriate			
Consultation (B)			✓ / X
The learner has:			
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.			
Section B result:	Pass	Refer	Date:
Delete as appropriate			
Health-screening measurements (C)			✓ / X
The learner has:			
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.			
Section C result:	Pass	Refer	Date:
Delete as appropriate			
Final result:	Pass	Refer	Date:
Delete as appropriate			

Assessor's feedback and questions

Performance criteria	Feedback and questions

Session planning mark scheme

Key: Competent mark a tick (✓) Not competent mark a cross (X) Competent with a comment mark a bullet point (•) Question mark a Q		
Did the learner:	✓ / X	
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?		
Result: Delete as appropriate	Pass	Refer

Assessor's feedback and questions

Feedback and questions

Summative observed session checklist

Key: Competent mark a tick (✓) Not competent mark a cross (X) Competent with a comment mark a bullet point (•) Question mark a Q			
Date:			
Starting the session (A) The learner has:			✓ / X
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:		Warm-up ✓ / X	Main workout ✓ / X
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.			
Ending the session (C) The learner has:			✓ / X
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.			
Result: Delete as appropriate		Pass	Refer

Assessor's feedback and questions

Performance criteria	Feedback and questions

Session self-evaluation

There are 21 marks available. You must score a minimum of 17 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. How did you gather feedback from your client to review and evaluate your practice? Consider the communication skills used when gathering the information.

--

3 marks (minimum 2 marks)

2. Give two examples of feedback provided by the client that you will use to review and evaluate your practice.

2 marks (minimum 1 mark)

3. Describe four ways in which your session structure, selected exercises and the equipment you used were safe and effective for meeting your client's needs.

4 marks (minimum 3 marks)

4. Describe two ways in which you will improve session content to meet your client's needs.

2 marks (minimum 1 mark)

5. Describe two ways in which you will improve your choices of exercise and equipment to meet your client's needs.

2 marks (minimum 1 mark)

6. Describe two ways in which your instructional skills were effective for meeting the client's needs.

2 marks (minimum 1 mark)

7. Describe two ways in which your instructional skills could be improved to meet the client's needs.

2 marks (minimum 1 mark)

8. Describe two ways in which your communication was effective for meeting the client's needs.

2 marks (minimum 1 mark)

9. Describe two ways in which you could improve your communication skills to meet the client's needs.

2 marks (minimum 1 mark)

Result total /**21 marks** (17 marks in total, with the minimum set marks achieved for each question required to pass)

Result Pass/Refer

Assessor's feedback:

Professionalism and customer care for fitness instructors

Unit Accreditation Number: K/616/7501

Planning and instructing gym-based exercise

Unit Accreditation Number: F/616/7505

NOTES

- It is important that learners demonstrate competent 'soft skills' in relation to customer care and professionalism as well as meeting the technical requirements of the assessment.
- The consultation is a modular summative assessment, which means it can be assessed over time on separate occasions or in one attempt.
- This observation can be assessed live, or by recorded video submission.
- Every client will not be required to perform every exercise. At least one client must attempt each exercise that is demonstrated.

Modular summative observation – Group induction

Learner guidance

During the course you will need to induct a small group (3 minimum) of clients into the gym. You will be assessed on your ability to effectively demonstrate and instruct a range of exercises and how you manage a group.

Your assessor will select the exercises you will need to deliver; which will include:

- A warm-up utilising at least one cardiovascular machine.
- One resistance machine (RM).
- 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.
 - Core balls.
 - Medicine balls.

Step two – Planning a session

Your assessor will observe you inducting your group of clients in how to perform each of the planned exercises.

Step two – Modular summative observation checklist – Group induction

Key: Competent mark a tick (✓) Not competent mark a cross (X) Competent with a comment mark a bullet point (•) Question mark a Q						
Starting the induction (A)						✓ / X
The learner has:						
Date:						
1. Established a rapport and communicated efficiently and effectively with different types of clients.						
2. Explained all the necessary health and safety information and gym etiquette to the clients.						
3. Carried out verbal screening, giving appropriate advice to the clients based on information gathered.						
4. Outlined the purpose and structure of the induction.						
5. Instructed appropriate warm-up exercises to a small group of clients.						
6. Approached and initiated a conversation with a customer who is not actively seeking his/her attention.						
Instructing the group (B)	CV	RM	FW		BW	AFE
Note: A minimum of one ✓ is required in the shaded rows to pass.	✓ / X	✓ / X	FW 1	FW 2	✓ / X	✓ / X
			✓ / X	✓ / X		
Date(s) and exercises/machines:						
1. Demonstrated the correct technique and safe use of equipment and exercises.						
2. Used an appropriate teaching sequence.						
3. Provided clear and accurate explanations for each exercise.						
4. Communicated with clients clearly and accurately, providing feedback and instructing points that are timely, clear and motivational.						
5. Explained modifications, adaptations and alternatives to progress and regress specific exercises (as applicable)						
6. Recognised and responded when a client needed attention (as applicable).						
7. Used an appropriate teaching position to enable the observation and correction of all clients' techniques.						
8. Demonstrated to customers that they are positive and enthusiastic at all times.						
9. Gained feedback from the clients to check their understanding of their performance.						
10. Demonstrated safe and effective lifting, passing and spotting techniques that are appropriate for each exercise (as applicable).	N/A	N/A			N/A	N/A
Ending the induction (C)						✓ / X
The learner has:						
Date:						
1. Instructed the appropriate cool-down exercises to a small group of clients.						
2. Explained to clients how to monitor their own exercise intensity.						
3. Explained the relevant health-related benefits of exercise to clients						
Result:	Pass		Refer			
Delete as appropriate						

Assessor's feedback and questions

Performance criteria	Feedback and questions

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