

Assessor Marking Guide

Programme Name	Health and Fitness Coach (Personal Trainer) (Level 4)	
Assessment Number	Assessment 2	
Assessment Title	Exercise Practical Observation	
Course Number	Course 2	Version 1 Level 4 Credit 5
Course Title	Ethics and Customer Safety	

Internal feedback related to design of assessment tools should be submitted via the online Continuous Improvement Form (eCIF).

This assessment leads to the following graduate profile and learning outcomes.

NZQA GPO	Learning Outcome	Task #
GPO 1: Deliver safe and effective exercise programmes, including pre-screening, within own scope of practice and industry code of ethics. (5 credits)	1.2: Analyse these codes of ethics and apply the content to routine interactions with clients, work colleagues, and other health and/or fitness professionals in a practical setting (e.g., group fitness, one on one PT sessions) (1 credit)	Task 1

NZQF Level 4 Descriptors	
Knowledge	<ul style="list-style-type: none"> Broad operational and theoretical knowledge in a field of work or study.
Skills	<ul style="list-style-type: none"> Select and apply solutions to familiar and sometimes unfamiliar problems. Select and apply a range of standard and nonstandard processes relevant to the field of work or study.
Application	<ul style="list-style-type: none"> Self-management of learning and performance under broad guidance. Some responsibility for performance of others.

ADMINISTRATION

Assessors are required to provide feedback to students:

- Constructive feedback to the student must be documented within assessment evidence. Including where resubmission is required.
- Notes on demonstrated performance and application of skills, knowledge, attributes; future improvement/development planning e.g., task management, study skills; relationship to other programme content and use in career.

Student evidence must be assessed against all specified criteria to meet learning outcomes.

- Any adaption in assessment methods must be documented and attached to the assessment by the assessor (where deemed necessary to be fair and transparent in relation to student's specified needs).
- Assessment Pack Cover should be dated and signed by assessor when the student has received the final result.
- Assessment opportunities must be indicated accurately.
Where any practical criteria are not achieved, an additional practical sheet must be used for reassessment for all practical outcomes and attached to this assessment pack. Refer to Assessment opportunities policy for additional detail.
- The student must sign the post-assessment agreement after receiving final result.

- It is the Assessors responsibility to ensure all relevant documentation is included in the assessment prior to reporting and filing.
- Samples of assessments will be forwarded to internal and/or external parties for moderation as required.

Where appropriate **sample answers and or exemplars** may be included: Sample answers are a guide only providing an example of the sufficiency of qualitative and quantitative evidence the assessor could expect to see.

MARKING SCHEDULE	
<i>Give feedback to student on successes, for N add a note to the student on here or on their assessment evidence (e.g. in Turnitin) about how to improve for resubmission.</i>	
Task Evidence	Achievement Criteria / Judgement
Task 1	<p>Students need to demonstrate the criteria set in the observation table in the allotted time of 15-30 mins.</p> <p>All comment boxes should be written in to provide relevant feedback to the student.</p> <p>To pass this assessment the students must be competent in all the criteria set out in the table. In the observation table are example statements that tutors can use to guide their decision making of whether a student has passed the criteria. Tutors' discretion is advised based on the context of the individual sessions observed.</p>

Assessment Task 1

This task requires you to deliver a practical exercise session with a “client” or “clients” in an observed scenario. This scenario can be in a group fitness or a 1 on 1 session depending on your choice. The objective is to apply the teachings from the Codes of Ethics that you have read into a practical scenario replicating a real-life scenario. Your practical scenario must me a minimum of 15 mins and a maximum of 30 mins. You must pass all criteria to pass the assessment. You are not marked on your exercise selection.

Exercise Leadership Observation

Sample wording

Assessment Criteria	A/N	Comments
Introduces themselves in a professional manner to the clients and their "role".		Welcoming, name given, role given, with a smile, voice tempo and volume appropriate for the space
Well prepared in terms of equipment and space set up		All equipment set up and organised ready for clients. Any hazards cleared from area or clients warned.
Projects a professional image (dress and language etc)		The student dresses appropriately and professionally (uniform if possible). Language spoken is positive, supportive and clear to "clients"
Manages the participants well in terms of space, instructions, and flow		Uses space well in terms of client placements. Clients understand the instructions given and know what's happening next.
Clear purpose given at the start of the session and follow ups as required during the session e.g., questions		Student explains the purpose of the overall session, what outcomes are expected, for example, strength/power/muscular endurance etc.
Clear and concise instructions for the exercises, demonstrations given as required		Students' explanations and demonstrations are correct and ensure all the clients understand each exercise key points, tempo, number etc
Supports and encourages the clients in an appropriate way during the exercises e.g., motivational, and enthusiastic comments		Student uses appropriate encouragement, relevant to the clients.
Corrects technique where appropriate		Identifies and corrects techniques or offers reminders to the clients regularly
Offer possible progressions and regressions at appropriate times e.g., if a client is struggling or asks a question at the start.		Identifies appropriate progressions and regressions and links them to the clients who need or ask about them.
Ends the session well and offers praise and support where appropriate to the client/s		Offers encouragement at the end of the session and checks on how the clients are feeling, feedback is asked for.

Final Grade

A/N