

Assessor Marking Guide

Programme Name	Health and Fitness Coach (Personal Trainer) (Level 4)	
Assessment Number	Assessment 2 of 2	
Assessment Title	Program Design and Fitness Assessments	
Course Number	Module 6	Version 1 Level 4 Credit 15
Course Title	Exercise Prescription	

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 #
2. Apply knowledge of anatomy and physiology to adapt and deliver safe and effective exercise programmes to individuals. (15 credits)	2.3 Demonstrate the ability to apply knowledge of muscle structure and function when developing safe and effective programmes. This will include safe and effective demonstration of common resistance training techniques and knowledge of the key muscles targeted. (5 credits)	Task 2
3. Adapt programmes for apparently healthy people and common at risk groups using exercise science and testing. (10 credits)	3.6 Screen client level of risk in exercise participation; carry out general assessments of body dimensions, body composition and flexibility. (2 credits)	Task 1
	3.8 Review and update exercise plans or programmes. (1 credit)	Task 3
4 Apply motivational and communication techniques to enhance individual participant commitment to a personalised exercise programme. (10 credits)	4.3 Design exercise programmes to attain client goals. (5 credits)	Task 2

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 Assessor's 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.

ASSESSMENT 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>FIVE tests identified and written in the table.</p> <p>Tests delivered competently to the 'client'.</p> <p>Tests explained competently to the 'client' including the purpose and process.</p> <p>Delivery of the tests is conducted in a professional manner and performed correctly in accordance with sector best practice and current understanding.</p> <p>Tests are explained accurately to the client including how they are completed and the purpose behind the test. Key pieces of information should include:</p> <ul style="list-style-type: none"> - What the test is measuring and how it is recorded i.e. (blood pressure test and why understanding blood pressure is important). - How the information will inform programming i.e. (movement competency will assist in programme selection based on movement limitations etc).
Task 2	<p>Goal is created in consideration of SMART principles, shows consideration of biometric testing and client considerations.</p> <p>Goal should clearly reflect findings from biometric testing, as well as clients' goal. Established goal should be in accordance with SMART principles, with the goal being achievable within a 4-week period.</p> <p>An appropriate template is used to present the four-week overview and individual sessions.</p> <p>Should be clear and easily understood by assessor, all required information is included.</p> <p>Four detailed sessions are provided (one session from each week). Sessions are clear, with appropriate programming layout used.</p> <p>Programming shows suitable prescription in relation to; exercise selection, repetition, sets, loading and rest times, with clear consideration and linkage to client goals and biometric testing.</p> <p>Sessions are clear, show evidence of consideration to biometric testing and stated goals.</p>

	<p>Evidence of FITT principles is shown in relation to progressions from session 1-4.</p> <p>ALL exercises are demonstrated/performed to the client, with instructions/coaching cues aligning with best practice and current understanding.</p> <p>Session is delivered in accordance with session plan (part b), with prescribed sets/repetitions/load adhered to.</p> <p>Appropriate warm up and cool down is demonstrated and implemented, aligns with sector best practice and current understanding.</p> <p>Exercise cues/demonstrations/instructions are informative, align with sector best practice and current understanding.</p> <p>Session follows what has been planned, with loading adjusted where required.</p> <p>Student demonstrates knowledge and ability to lead an appropriate warm up and cool down as part of the overall session.</p>
Task 3	<p>A suitable template is used to present the program.</p> <p>A TWO- WEEK overview is provided showing TWO sessions a week.</p> <p>TWO detailed programs are provided consisting of</p> <ul style="list-style-type: none"> • Exercises • Sets, reps, and tempo • Rest times, between reps and sets. • Warm up <p>A template showing the Two-week overview is provided and shows where the TWO sessions fit in each week</p> <p>TWO session plans provided with detail on points above. Sessions are appropriate to achieve the goal from a).</p> <p>Exercise principles and programme components show clear progression in relation to FITT and/or overall training principles and align with sector best practice and understanding.</p> <p>Appropriate variations within sessions are different than those from b) in terms of types of training, exercises, and equipment.</p>

Exemplar to be provided after delivery of assessment – Designer will contact campus