



Level 2 Certificate in Gym Instructing

Learner Achievement Portfolio



EDUCATE FITNESS.

Innovate Awarding Level 2 Certificate in Gym Instructing

Assessment plan and record of achievement

Centre Name:

Learner Name:

				Record of achievement		
Mandatory units: Stage of assessment	Evidence	Assessment method	Planned assessment date	Pass/refer	Assessor's signature/initials and date	IV initials (if sampled)
Anatomy and physiology for exercise	Theory paper	Externally set multiple-choice question paper				
Maximising the customer experience in the exercise environment	Worksheet	Written				
Client consultation and lifestyle management	Worksheet	Written				
Planning and delivering gym- based exercise programmes	Worksheet Continuous/Summative Assessment	Written Observation				
Cleaning and maintenance within a gym environment	Worksheet Continuous/Summative Assessment	Written Observation				

Assessment planning and record of achievement declaration

Declaration		Name	Signature	Date
Learners 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.			
Assessors agreement	I have discussed the planned assessments with the learner and any additional support required has been planned and recorded separately.			

Records 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.			

Maximising the Customer Experience in the Exercise Environment (F/617/1179)

1. Describe ways in which a gym instructor can help meet the needs of customers in a fitness facility. (provide evidence that references social support and methods of obtaining feedback)

2. Using the feedback cycle, explain how a gym instructor can positively impact customer experience.

3. Describe the impact a gym instructor can have on customer experience.

4. Identify the roles and responsibilities of the gym instructor, the client and other professionals in a gym environment.

Gym instructor
Client
Other professionals

5. Describe the customer service promise, products and services offered in your local fitness facility.

Fitness facility name		
Products and services offered	Main products/services	Specialist products/services
Membership options and contracts available		
Identify 3 demographics of club users and how they affect the services on offer (what do these customer groups want to gain from joining the gym. Consider customer needs, expectations and aspirations)		
Description of the customer journey, from entering the club for the first time to becoming an established member		

6. Describe how you would go about promoting an extra product or service to a customer

7. Why is member retention important and how can a fitness instructor positively influence retention? (explain your answer)

The importance of member retention

Ways in which a gym instructor can positively influence member retention

8. How can a gym-instructor use communication techniques to engage with customers?

Verbal communication

Non-verbal communication

9. Give examples of how you would adapt your communication to meet the individual needs of different customer groups.

Individuals
Small groups
Large groups

10. Why is it important for a gym instructor to walk the gym floor?

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11. Explain a gym instructor can build rapport with customers.

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12. Give an example of a conflict situation that could arise in a gym environment and how you would deal with it.

13. How can a gym instructor ensure they work in line with their company's organisational standards?

14. Explain the policies and procedures that are relevant to the role of the gym instructor, within the gym environment.

Health and safety at work act (1974)

Management of health and safety at work regulations (1999)

Employers' liability (compulsory insurance) act (1969)

Health and safety (first-aid) regulations (1981)

15. Explain Continuing Professional Development (CPD) and why it is important to a gym instructor.

16. Explain how to work within the boundaries of own professional knowledge and competence.

17. Why is social media important to a gym instructor and how would you manage this area?

Importance of social media						
How to set up a social media profile						
Create a simple weekly social media posting plan						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

18. Describe what is involved when planning financially to work in a gym-based environment.

Profit and loss

Tax (income tax, VAT)

National insurance

Public and personal liability insurance

Music license fees

Pass/Refer

Assessor's feedback:

Client consultation and lifestyle management (T/617/1180)

Worksheet

1. Why are client consultations an important part of the customer experience and how can a gym instructor ensure a customer experiences this? (think about the role of the gym instructor).

2. Explain the legal and ethical implications of collecting client information.

Confidentiality

Data Protection

3. What is the process for gaining informed consent?

4. Describe two different methods for health screening clients prior to undertaking exercise, and their importance.

Method 1	
Description and importance	
Method 2	
Description and importance	

5. Explain 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

6. Identify two other professionals to which an instructor might need to refer or signpost a client.

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

7. Give 3 practical assessments can be used to assess a client's baseline health and fitness?

Practical assessment 1	
Limitation	
Practical assessment 2	
Limitation	
Practical assessment 3	
Limitation	

8. What factors help gym instructor identify whether a client is low, medium or high risk, of an adverse event occurring during exercise?

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9. Describe what factors can affect health and well-being?

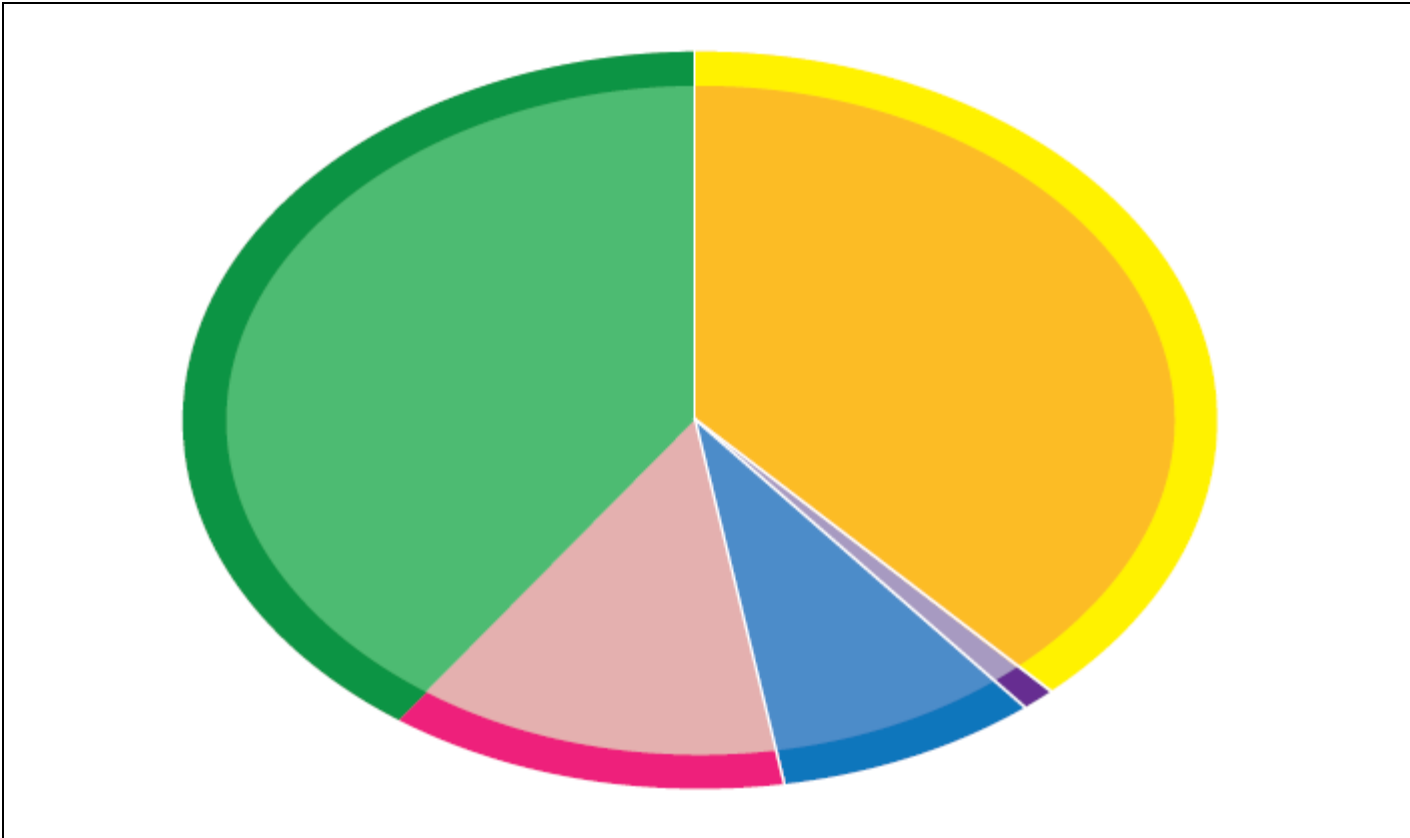
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10. Explain the benefits of physical activity on health and wellbeing.

11. Outline the current UK physical activity guidelines for different ages.

Young people (13-18 years)	
Adults (19-64 years)	
Older people (65+ years)	

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



13. What are the 8 key principles of adhering to a healthy diet, recommended by the UK government?

1	
2	
3	
4	
5	
6	
7	
8	

14. Where could a gym instructor get sources of health and wellbeing advice?

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15. Identify two technologies that could be used to support a client's exercise adherence.

Technology	How it can be used to support and motivate clients

16. For each chronic health condition, explain how physical activity/exercise can help to prevent and manage these.

Coronary heart disease	
Type-2 diabetes	
Obesity	
Stroke	
Cancer	
Mental health problems	
Musculoskeletal conditions	

17. What are the stages involved in achieving behaviour change?

1	
2	
3	
4	
5	
6	
7	
8	

18. Describe the importance of intrinsic and extrinsic motivation in exercise adherence.

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19. 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	

20. How can you monitor and support your client's progress and motivation?

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21. Identify 3 health issues that will result in a client not being able to be trained by a gym instructor

Pass/Refer

Assessor's feedback:

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Cleaning and maintenance within a gym environment (F/617/1182)

Worksheet

1. Describe the standard operating procedures with regards to routine maintenance and cleaning. (include the uses of cleaning substances and equipment).

2. Describe how you would dispose of different types of waste in a gym environment (in line with organisational procedures, environmental policy/considerations and COSHH).

3. What PPE equipment is necessary when working in a gym based environment?

4. What tasks would you include in a gym cleaning rota?

Gym	
Studio	
Changing rooms	
Reception and lounge area	

Pass/Refer

Assessor's feedback:

Planning and Delivering Gym Based Exercise Programmes Unit (A/617/1181)

Worksheet

1. Identify the components of fitness and outline the guidelines for developing these.

Component	Guidelines for developing

2. Explain the differences between programming for physical fitness as opposed to programming for health benefits.

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3. There are various principles and variables that need to be understood and applied, when designing an exercise programme. Provide a short description of how the principles of training will be applied to your clients.

Adaptation
Specificity
Progressive overload
Reversibility
Adaptability
Individuality
Recovery time

4. Explain the variables within the FITT principles, and how you can adapt/modify or progress each of them over time with clients.

F _____	Explanation
	How can you adapt/modify or progress
I _____	Explanation
	How can you adapt/modify or progress
T _____	Explanation
	How can you adapt/modify or progress
T _____	Explanation
	How can you adapt/modify or progress

5. Explain the 3 phases of effective instruction and supervision.

1	
2	
3	

6. Explain the IDEA principle

I _____	
D _____	
E _____	
A _____	

7. Why is it important that a gym instructor uses evidence-based practices?

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8. Complete a risk assessment for your own gym, following the five steps to risk assessment

	Risk Assessment Stage	Consideration
1		
2		
3		
4		
5		

Pass/Refer

Assessor's feedback:

Maximising the customer experience in the exercise environment (F/617/1179)

Client consultation and lifestyle management (T/617/1180)

Planning and Delivering Gym Based Exercise Programmes (A/617/1181)

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 outside 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 outside 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.

* Continuous summative and summative observation guidance

A continuous 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.

To be considered competent, the learner must be professional and adhere to legal and organisational requirement at all times. During your observations you must demonstrate these behaviours in order for all criteria to be signed off.

Client consultation

Name of client					
Date of birth		Gender			
Physical assessment					
Height		Weight		BMI	
Client barriers					
Client motivators					
Health history					
Lifestyle, occupation and hobbies					
Exercise preferences					

Client's overarching goals	
SMART goals	
Short-term	
Medium-term	
Long-term	
How will goals be reviewed?	
Short-term	
Medium-term	
Long-term	

Planning A Periodised Programme - 6 Week Overview

Week 1	F	I	T	T
CV Method				
Resistance method				
Core exercise				

Week 2	F	I	T	T
CV Method				
Resistance method				
Core exercise				

Week 3	F	I	T	T
CV Method				
Resistance method				
Core exercise				

Week 4	F	I	T	T
CV Method				
Resistance method				
Core exercise				

Week 5	F	I	T	T
CV Method				
Resistance method				
Core exercise				

Week 6	F	I	T	T
CV Method				
Resistance method				
Core exercise				

Continuous Assessment

- The consultation is a continuous 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

Prepare for your exercise session with your client. During your continuous assessment, you will demonstrate the following:

Cardiovascular Equipment			
Time	Intensity	RPE	Teaching Points
1-2 mins			
2-3 mins			
3-4 mins			
4-5 mins			
5-6 mins			
6-7 mins			
7-8 mins			
8-9 mins			
9-10 mins			
Fixed Resistance Machine			
Exercise Name	Sets/Reps	Rest Time	Teaching Points

Free Weight Lifts			
Exercise Name	Sets/Reps	Rest Time	Teaching Points
Body Weight Exercise			
Exercise Name	Sets/Reps	Rest Time	Teaching Points

Step two – Continuous summative observation checklist

Key: Competent mark a tick. Not competent mark a R (Two R's in any horizontal row = Referral. Competent with a comment mark a bullet point						
Instructing the group	CV	BW	FW		RM	
			FW 1	FW 2	RM	RM 2
Exercises/machines:						
Date (s):						
1. Gave technically correct demonstrations and explanations						
2. Adopted appropriate teaching positions						
3. Adapted exercises to suit client's needs (if req)						
4. Offered alternative exercises (if req)						
5. Reinforced teaching points						
6. Monitored intensity						
7 Correct lifting and passing techniques used when necessary	N/A				N/A	N/A
Result: Delete as appropriate	Pass			Refer		

Continuous Assessment - Assessor’s feedback and questions

Criteria	Assessor Feedback

Summative Assessment

During your summative assessment you will demonstrate the following: (all exercises should be selected from your programme card and none of the excises can be repeated from your continuous assessment)

Client name		Instructor	
Duty first aider		Nearest telephone	
Location of first aid kit			
Safety checks			
Warm Up CV			
Time	Intensity	RPE	Teaching Points
1-2 mins			
2-3 mins			
3-4 mins			
4-5 mins			
Warm Up Stretches			
Exercise Name	Reps/ Time Held	Dynamic/ Static	Teaching Points
Fixed Resistance Machine			
Exercise Name	Sets/Reps	Rest Time	Teaching Points

Free Weight Lifts			
Exercise Name	Sets/Reps	Rest Time	Teaching Points
Body Weight Exercise			
Exercise Name	Sets/Reps	Rest Time	Teaching Points
Cooldown CV			
Time	Intensity	RPE	Teaching Points
1-2 mins			
2-3 mins			
3-4 mins			
4-5 mins			
Cooldown Stretches			
Exercise Name	Reps/ Time Held	Dynamic/ Static	Teaching Points

Learner Guidance: Please include a minimum of 1 developmental stretch and 1 maintenance stretch

Summative observed session checklist

Preparing and introducing the session											✓ / x
1. Welcomed the client to the session											
2. Delivered a tour and answered customer enquiries effectively											
3. Signposted client to services/areas of facility (e.g. water fountains, emergency exits, etc)											
4. Ensured PARQ and verbal screening is completed											
5. Gave an overview of what the session will involve											
Key: Competent mark a tick. Not competent mark a R (Two R's in any horizontal row = Referral. Competent with a comment mark a bullet point)											
Delivering the exercise session											
	WU CV	WU Stretches	RM 1	RM 2	FW 1	FW 2	BW 1	BW 2	CD CV	CD stretches	
Exercise used											
5. Gave technically correct demonstrations and explanations											
6. Adopted appropriate teaching positions											
7. Adapted exercises to suit client's needs											
8. Observed the client and corrected their technique where necessary											
9. Purpose and value of exercise explained											
10. Motivated and encouraged client											
11. Offered alternative exercises if necessary											
12. Reinforced teaching points and provided feedback											
13. Gained feedback from client											
14. Monitored intensity											
15. Correct lifting and passing technique used when necessary											
16. Exercise conducted in a safe and timely manner											
Ending the session											
17. Gave constructive feedback to the client based on their performance											
18. Gained feedback from the client as to how well their goals were met and how effective the planned activities were											
19. Gained feedback from the client as to how effective the motivational and instructional styles were											
20. Used appropriate cleaning substances and equipment, Checking that the environment and equipment was left in good order											
Result (Pass/Refer)		Assessor Sign					Date				

Continuous Assessment - Assessor’s feedback and questions

Criteria	Assessor Feedback

Session self-evaluation

1. How did you gather feedback from your client to review and evaluate your practice? Consider the communication skills used when gathering the information.

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

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

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

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

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

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

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

Result Pass/Refer

Assessor's feedback:

Educate Fitness Appeals and Complaints Procedure

Your Teaching and Learning Mentor will provide you with help and advice with regard to the requirements of your award. This may take the form of giving you assignments and/or activities to check your understanding. The training that you receive will be individually planned to suit your needs.

We hope that all feedback given to you will be constructive and clear and will encourage you to complete the work for your award as effectively as possible.

If you are not happy with any aspect of your programme we will do our best to help you deal with the issue. This may mean talking to your Teaching and Learning Mentor on your behalf to help overcome the problem.

Your Teaching and Learning Mentor will do their best to support you, however we do appreciate that there may be times that issues arise that you would prefer not to discuss with your Teaching and Learning Mentor.

If for any reason you disagree with a decision made by your Teaching and Learning Mentor you have the right to appeal that decision. How to do this is written below.

What you can do if you don't agree with your Teaching and Learning Mentor's decision

If you feel that you have been unfairly treated or you do not agree with an assessment decision that has been made you should follow the procedure below:

- You should express your concerns directly to your Teaching and Learning Mentor, stating what the problem is so that the Teaching and Learning Mentor can explain their decision to you.
- If an agreement cannot be reached, you can arrange to discuss the issue with your Internal Verifier.
- If an agreement cannot be reached at this stage you should contact the Lead Internal Verifier in order to reach an agreement.
- If you decide you want to appeal the assessment decision you have the right to do so but your appeal must be emailed to: appeals@educatefitness.co.uk. Your appeal must be received within 5 days of the assessment decision.