

# Level 2 Fitness Instructor Learner Record

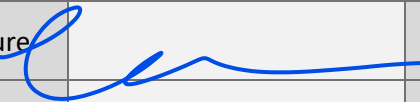
Full Name (Capitals)	
Course Start Date	
Course Location	
Tutor Name	

## Statement of Achievement

Assessor, by signing this statement of unit achievement you are confirming that all learning outcomes, criteria and range statements have been achieved under specified conditions and that the evidence gathered is authentic.

This statement of unit achievement table must be completed prior to claiming certification.

Section	Pass/Refer	Assessor Full Name	Assessor Signature
Health, safety and welfare in a fitness environment			
Know how to support clients who take part in exercise and physical activity			
Planning gym-based exercise			
Instructing gym-based exercise (Continuous assessment )			
Instructing gym-based exercise (Summative assessment & Self-evaluation )			

Learner Name		IQA Name	
Learner Signature		IQA Signature	
Date		Date	

## Health, safety and welfare in a fitness environment

Learner name TLW

Q1. Name three types of emergency that could happen in the gym

Q2. What roles do different staff and external services play in an emergency?

Emergency services:

Duty Manager:

General Manager:

Q3. Why should you remain calm during an emergency?

Q4. How would you maintain the safety of these people in an emergency situation?

Disabled people:

Children:

Older people:

Q5. Give one reason why is it important to maintain health and safety in the gym?

Q6. Why are the following key health and safety documents important in the fitness environment?

PAR-Q:

Informed consent:

Q7. Complete the table below. You will need to give one example of duty of care for each special population group.

Learner Guidance: Duty of care - how to keep clients safe. Limitations - why a fitness instructor's job role/knowledge might be limited compared to specialists

Special population group	Duty of care	Limitations of the fitness instructor
Young people		
Older people		
Pre/post-natal women		
Disabled people		

Q8. Identify two legal requirements the employers must adhere to in order to comply with Health and Safety Law.

Q9. Name two security procedures that that you may find in a gym.

--

--

Q10. Give an example of a hazard that could happen in the following areas of a gym.

Gym areas	Hazard
Facilities	
Equipment	
Lifting and handling equipment	
Member behaviour	
Security	
Hygiene	

Q11. What is the best way to risk assess the above hazards, from question 10?

Learner Guidance: please give the 5 steps of risk assessment

Q12. How would you control risks of the above hazards, from question 10?

Q13. Who is the appropriate person/s to contact if you can't control the hazard yourself?

Q14. What is safeguarding the welfare of vulnerable adults and children and how can you make sure it happens?

Q15 Complete the signs of abuse column.

Abuse	Signs
Physical	
Emotional	
Bullying	
Sexual	

Q16 Provide two examples of reporting procedures that will be in the policy for safeguarding vulnerable adults and children.

Q17 How would you protect yourself from being accused of abuse?

Q18 Complete the table.

Statutory agencies for safeguarding	Why would you contact them?	How would you maintain confidentiality?

**PASS/REFER**

Assessor Name: \_\_\_\_\_

Assessor Feedback



## Know how to support your clients

Q1 Why is it important build good working relationships with members?

Q2 Why should you positively present yourself and the organisation to members?

Q3 How can different communication methods help members with motivation?

Learner Guidance: please give examples of different communication methods

Q4 Why is equality and diversity important?

Q5 List 3 barriers that members may have to exercise and how you can overcome them.

Barriers	Overcome

Q6 List two exercise goals that a member may have and ways you can incentivise/reward them once achieved.

Exercise preferences	Incentives/rewards

Q7 Why is it important that you encourage members to take responsibility for their own training?

Q8 How do SMART goals and collecting data help members achieve their goals?

Q9 Identify behaviour change strategies that encourage members to adhere to exercise.

Q10 In respect to customer service, please write responses in the right hand column

Customer service	Response
What is the importance of member care?	
Why is it important for members needs to be dealt with in a timely manner?	
Where could you find information to help members with their fitness?	
How could you exceed expectations of members?	
Why is it important you handle member complaints in a positive manner?	

**PASS/REFER**

Assessor Name: \_\_\_\_\_

Assessor feedback

## Planning gym-based exercise

All questions need to be answered correctly to pass.

Q1 What is the process for gaining informed consent?

Q2 There are many ways to collect client information including questionnaire, interview, observation, physical measurements. Give two examples describing how you could collect client information using the methods mentioned above

Q3 How do you know which is the best way to collect information from a client?

Learner Guidance: please give examples

Q4 How would you screen a client before starting exercises?

Q5 Once you have screened your client, which factors may affect safe exercise?

Q6 When planning a programme for a client, how could client information affect it?

Q7 Complete the table.

Why would you defer exercise of a client?	
Why would you refer a client to another professional or specialist?	

Q8 How would you plan a gym based programme to meet the needs of your client?

Q9 Why should you agree goals with your client?

Q10 Give an example of an exercise for each component of fitness:

	Exercise	Uses
Cardio-vascular		
Muscular fitness		
Flexibility		
Motor skills		

Q11 How would you plan a gym-based circuit workout?

**PASS/REFER**

Assessor Name: \_\_\_\_\_

Assessor feedback

### Collecting client information

Name	
Age	
Height	
Weight	
BMI	
What is your clients exercise history?	
What are your clients exercise preferences?	
Date	

Level 2 Fitness Instructing SMART Goals

Exercise

<b>The Short-term SMART Goal</b> Please add in a sentence of your goal here	
<b>SPECIFIC</b> (please provide a starting point and an ending point)	
<b>MEASURABLE</b> (what would you use to measure the goal)	
<b>ACHIEVEABLE</b> (what experiences suggest that the goal is achievable)	
<b>REALISTIC</b> (what resources are available to help achieve the goal)	
<b>TIMEBOUND</b> (please provide start and end date)	



**The Medium-term SMART Goal**

Please add in a sentence of your goal here

<b>SPECIFIC</b>	
<b>MEASURABLE</b>	
<b>ACHIEVEABLE</b>	
<b>REALISTIC</b>	
<b>TIMEBOUND</b>	

**The Long-term SMART Goal**

Please add in a sentence of your goal here

<b>SPECIFIC</b>	
<b>MEASURABLE</b>	
<b>ACHIEVEABLE</b>	
<b>REALISTIC</b>	
<b>TIMEBOUND</b>	

How often will you review your client's long, medium and short term goals?

**PASS/REFER**

Assessor Name: \_\_\_\_\_

Feedback

**Planning gym-based exercise**  
**Instructing gym-based exercise**

**Learner Guidance**

**Planning**

Your programme card should include the following (as a minimum).

- Warm-up
- Cool down
- **Three different types of cardiovascular equipment**
- Four resistance machine lifts
- Four free weight lifts
- Three body weight exercises

You should plan for a 45 minute session for one client.

**Continuous Assessment:**

During your continuous assessment you will demonstrate the following; all exercises should be selected from your programme card.

- Your main CV workout on one cardiovascular equipment exercise
- Two resistance machine lifts
- Two free weight lifts
- One body weight exercise

Please ensure that you use exercises from your programme card.

**Summative Assessment**

During your summative assessment you will demonstrate the following; all exercises should be selected from your programme card and none of the exercises can be repeated from your continuous assessment.

- Cardiovascular warm up
- Stretches
- Two resistance machine lifts
- Two free weight lifts
- Two body weight exercises
- Cardiovascular cool down
- Stretches

All exercises selected for your assessments need to be from the table below. If you wish to select an exercise not mentioned in the table, please check with your tutor first.

<b>Cardiovascular Machines</b>	<b>Area worked</b>
Treadmill	Whole body
Upright bike	Lower body
Step machine	Whole body but specifically the hamstrings, hip flexors, quadriceps, gluteus maximus and soleus muscles.
Cross trainer	Whole body or lower body with upper body action switched off.
Rowing machine	Whole body, in particular the quadriceps, hamstrings, hip flexors, trapezius, latissimus dorsi, deltoids, soleus and biceps.
<b>Resistance Machines</b>	<b>Main Muscles Worked</b>
Shoulder press	Trapezius, triceps, deltoids
Pec dec	Pectorals, anterior deltoids
Seated chest press	Pectorals, triceps, deltoids
Lateral pull down	Latissimus dorsi, trapezius, biceps
Assisted pull ups	Latissimus dorsi and biceps
Seated biceps curl	Biceps
Seated triceps extension	Triceps
Lower back machine	Erector spinae
Ab machine	Rectus abdominis
Seated row	Trapezius, latissimus dorsi, deltoids
Seated leg curl	Hamstrings
Seated or Recumbent leg press	Quadriceps, gluteals, hamstrings, gastrocnemius, soleus
Leg extension	Quadriceps
Seated adductor	Adductors
Seated abductor	Abductors
Cable triceps extension	Triceps
Cable biceps curls	Biceps

<b>Free Weight Exercises</b>	<b>Main Muscles Worked</b>
<b>BB = Barbell, DB = Dumbells</b>	
Deadlift (BB)	Gluteus maximus, quadriceps, hamstrings and erector spinae.
Upright row (BB, DB)	Erector spinae, trapezius, deltoids and brachialis.
Back squat (BB)	Quadriceps, hamstrings and gluteus maximus
Bench press (BB, DB)	Pectoralis major, anterior deltoids and triceps.
Bent arm pull over (DB)	Pectoralis major, latissimus dorsi and triceps.
Biceps curls (BB, DB)	Biceps and brachialis
Shoulder press (BB, DB)	Deltoids, triceps and trapezius
Lateral raise (DB)	Deltoids
Front raise (DB)	Anterior deltoids
Single arm row (DB)	Latissimus dorsi, posterior deltoid, trapezius and biceps
Lunge (BB, DB)	Quadriceps, hamstrings and gluteus maximus
Prone flyes (DB)	Trapezius, rhomboids and posterior deltoids
Chest flyes (DB)	Pectoralis major and anterior deltoids
Lying triceps press (BB)	Triceps
Single arm triceps extension(DB)	Triceps
<b>Body Weight Exercises</b>	<b>Main Muscles Worked</b>
Press ups	Pectoralis major, deltoids, triceps, abdominal muscles
Abdominal crunches	Rectus abdominus and transverses abdominus
Oblique twist	Obliques, Rectus abdominus, transverses abdominus
Back extensions	Erector spinae
Chin ups unassisted	Biceps and latissimus dorsi
Lunge	Quadriceps, hamstrings and gluteus maximus
Squat	Quadriceps, hamstrings and gluteus maximus

## PARQ

The PARQ (Physical Activity Readiness Questionnaire) is designed to determine whether exercise is safe for you at this moment in time.

Please answer the following questions YES or NO.

Has your doctor ever said you have heart trouble?	Yes	No
Do you frequently have pains in your heart and chest?	Yes	No
Do you ever often feel faint or have spells of dizziness?	Yes	No
Has a doctor ever said your blood pressure was too high?	Yes	No
Has a doctor ever told you that you have a bone or joint problem that might get worse with exercise?	Yes	No
Are you on any prescribed medication for blood pressure or a heart condition?	Yes	No

If you have accurately answered NO to all questions you are cleared to start a graduated exercise programme.

If you have answered YES to any questions you cannot be a participant for the practical assessment, unless you have written permission from your GP.

Name

Signature

R Kent

Date

## Programme Card

Client name		Instructor	
Duty first aider		Nearest telephone	
Location of first aid kit			
Safety checks			

<b>Warm up CV</b>			
Equipment	Time	Intensity/RPE	Teaching Points
	1-2 mins		
	2-3 mins		
	3-4 mins		
	4-5 mins		
<b>Warm up stretches</b>			
Exercise name	Reps/Time held	Dynamic/Static	Teaching Points



<b>Main CV – use one machine only</b>			
Equipment	Time	Intensity/RPE	Teaching Points
	0-1 mins		
	1-2 mins		
	2-4 mins		
	4-6 mins		
	6-8 min		
	8-10 min		
	10-12 min		
	12-13 min		
	13-14 min		
	14-15 min		
<b>Fixed resistance machines</b>			
Exercise/Equipment	Sets/Reps	Rest Time	Teaching Points

<b>Free Weights</b>			
Exercise/Equipment	Sets/Reps	Rest Time	Teaching Points
<b>Body Weight</b>			
Exercise/Equipment	Sets/Reps	Rest Time	Teaching Points
<b>Cool down CV</b>			
Equipment	Time	Intensity/RPE	
	1-2 mins		
	2-3 mins		
	3-4 mins		
	4-5 mins		

Cool down stretches			
Muscle group	Time held	Developmental / Maintenance	Teaching Points

Learner guidance: please include a minimum of 1 developmental stretch and 1 maintenance stretch

### Continuous assessment

Key: Competent mark a tick. Not competent mark a R. Two 'Rs' in any horizontal row = Referral. Competent with a comment mark a bullet point.													
Exercise used		Main CV 2		RM 1		RM 2		FW 1		FW 2		BW 1	
1	Gave technically correct demonstrations and explanations												
2	Adopted appropriate teaching positions												
3	Adapted exercises to suit client's needs												
4	Offered alternative exercises if necessary												
5	Reinforced teaching points and provided feedback												
6	Monitored intensity												
7	Correct lifting and passing technique used when necessary												
	Date												

Learner Information: Four 'Rs' across the whole assessment = Referral

Criteria	Assessor feedback

**PASS/REFER**

Assessor Name: \_\_\_\_\_

## Summative assessment

Preparing and introducing the session		
1	Welcomed the client to the session	
2	Indicated the location of the gym's emergency exits	
3	Ensured PARQ and verbal screening is completed	
4	Gave an overview of what the session will involve	

Key: Competent mark a tick. Not competent mark a R. Two 'Rs' in any horizontal row = Referral. Competent with a comment mark a bullet point. Learner Information: Four 'Rs' across the whole assessment = Referral

Exercise used												
Delivering the exercise session		W/up CV 1	WU Stretches	RM 3	RM 4	FW 3	FW 4	BW 2	BW 3	CD CV 3	CD stretches	
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	Checked that the environment and equipment was left in good order	

**PASS/REFER** Assessor Name: \_\_\_\_\_ Date: \_\_\_\_\_

Criteria:	Assessor feedback

Criteria

--





## Self-evaluation following the summative assessment

Feedback from your client

Describe how you met the client's expectations

How effective was the session?

How can you improve?

**PASS/REFER**

Assessor Name: \_\_\_\_\_

Assessor 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: [sam@educatefitness.co.uk](mailto:sam@educatefitness.co.uk). Your appeal must be received within 5 days of the assessment decision.