

## Adaptations without formative assessment evidence

### Active IQ Level 2 Certificate in Fitness Instructing (Gym)

Accreditation Number: 500/8756/3

#### Session planning

Learners will need to plan a programme card and session plans following the guidance set out on page 25 of their Learner Achievement Portfolio.

#### Adapted Session

In addition to the programme and sessions above, learners will also need to plan an adapted session following the guidance below.

Learners will need to:

- Design a 45–60-minute session for their 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 as a minimum three free weight and three body weight exercises
  - A suitable cool-down and stretch component
  - Planned adaptations and modifications to regress, progress and accommodate client needs

Learners can choose from the equipment and exercises available to them in their current environment.

The learner must include a copy of their session plan within their portfolio.

The learner will then need to deliver their planned adapted session with their client, adhering to the following guidelines.

- Practical assessment must be delivered in line with NHS Public Health and government guidelines, either 121 outdoors, or indoors with a member of the same household
- Learners may use members of their household as clients to participate in summative practical assessment
- Learners will need to video themselves following Active IQ Digital Recording Guidelines, delivering one of their planned sessions with their client

The following checklist should be used, and Section B adapted to accurately reflect the exercises and equipment observed during the adapted session.

Instructing gym-based exercise  
 Unit accreditation number: A/600/9020  
 Summative observed adapted session

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:											
<b>Starting the Session (A):</b>											✓ / X
<b>The learner has:</b>											
1. Prepared the environment and checked equipment for the session											
2. Welcomed client appropriately											
3. Explained all necessary health and safety information											
4. Carried out verbal screening and PAR-Q giving appropriate advice to the client based on prior information											
5. Outlined the purpose & structure of the session											
6. Presented a positive image of self and organisation to the client											
<b>Delivering the exercise session (B):</b>											
<b>The learner has:</b>											
	<i>W-up</i>	<i>W-up stretch</i>	<i>RM1</i>	<i>RM2</i>	<i>RM3</i>	<i>FW1</i>	<i>FW2</i>	<i>FW3</i>	<i>BW1</i>	<i>C-down</i>	<i>C-down stretch</i>
	✓ / X	✓ / X	✓ / X	✓ / X	✓ / X	✓ / X	✓ / X	✓ / X	✓ / X	✓ / X	✓ / X
1. Demonstrated correct technique & safe use of equipment & exercises											
2. Given clear/accurate explanations of each exercise to the client											
3. Selected safe & effective exercises											
4. Used supportive & motivational behaviour with the client											
5. Communicated with clients clearly & accurately providing feedback and instructing points which are timely, clear and motivational											
6. Adapted the exercise appropriately for the client when necessary											

7. Given appropriate alternatives to the client when necessary												
8. Monitored intensity appropriately for the component and client												
9. Used/ Reinforced key instruction points to improve client's performance & encourage independence												
10. Used appropriate teaching position to enable observation/correction of client												
11. Gained feedback from the client to check understanding of their performance												
12. Demonstrated safe & effective lifting & passing techniques appropriate to each exercise	N/A	N/A								N/A	N/A	N/A
13. Managed the timings of the session effectively												
14. Selected the correct speed for exercises												
15. Established an effective working relationship with the client												
<b>Ending the exercise session (C) The learner has:</b>												✓ / X
1. Given constructive feedback to the client based on their performance												
2. Gained feedback from the client as to how well their goals were met and how effective the planned activities were												
3. Gained feedback from the client as to how effective the motivational and instructional styles were												
4. Checked that the environment & equipment was left in good order												
<b>Result: Delete as appropriate</b>						<b>Pass</b>			<b>Refer</b>			

## Professional discussion - Exercise Techniques Adaptation

For the elements of the practical observation where gym equipment is required to be used, an interactive professional discussion must be used to determine teaching methodology for the range of equipment shown below:

- Three types of cardiovascular equipment
- Four resistance machine lifts
- Four free weight lifts

The interactive professional discussion will incorporate the use of equipment/technique videos provided by Active IQ which will include both correct and poor technique. Active IQ will provide a range of videos covering the above requirements, these should be selected at random to ensure each learner receives a unique assessment.

The videos will include 30 second silent video clips of a person using the equipment detailed above. After viewing the video, the learner will be expected to explain the set-up requirements of each piece of equipment/exercise and the coaching technique they would use when instructing a client using the equipment/exercise.

Learners will then be given a second opportunity to view the video clip and will be expected to highlight good and poor performance and provide corrective coaching points to improve their client's performance based on the video observed.

The videos have been created as a playlist, each video clip will be included twice and will have a holding screen to allow the assessor to pause the video in order to allow the learner to provide their instruction. The videos will be provided by Active IQ once your adaptation application has been received and approved by your external verifier. These video links must be kept securely and not shared directly with learners.

The professional discussion can take place face to face if appropriate social distancing and compliance with current government safety measures can be observed or via a live video link e.g. zoom, skype, teams etc. If this option is to be used, it should be fully tested in advance and the session should be recorded. If a live video link is used, please watch the attached video by [clicking here](#) to ensure optimal set up, playback and user experience using Zoom web conferencing. If an alternative platform is used, please make sure that everything is thoroughly tested prior to any live sessions taking place.

The professional discussion should be assessed using the checklist and template provided. The criteria can be achieved in any order during the discussion for each piece of equipment.

The following key should be used:

- Competent mark a tick (✓)
- Not competent mark a cross ( x )
- Competent with a comment mark a bullet point ( ● )
- Question mark a ( Q )

Where assessors need to ask a follow up question, this should be recorded in assessor question section and reference the criteria it is related to, the question asked and the learner's response.

For each equipment area, the assessor must provide specific feedback based on the exercises seen and the learner's responses.

All other assessments should be completed as per the instructions in the learner's LAP following the specific assessment guidance.

### **Recording the result**

The assessor must complete all sections of the observation checklist in full. At the end of each section/ observation, an overall assessment decision of Pass or Refer must be indicated and the date on which the assessment took place must be recorded.

### **Referral**

A learner may be referred on one section, or on the overall assessment. This may be a result of the learner incurring:

- One or more Xs in criteria that the assessor feels have a significant effect on the overall appropriateness of the assessment
- A high proportion of Xs throughout the section/assessment and is deemed not competent

Instructing gym-based exercise  
 Unit accreditation number: A/600/9020  
 Professional Discussion Record

Learner name:							Date:		Video:	
Exercise:	CV1	CV2	RM1	RM2	RM3	RM4	FW1	FW2	FW3	FW4
Competent mark a tick (✓) Not competent mark a cross ( x ) Competent with a comment mark a bullet point ( ● ) Question mark a Q										
<b>The learner has:</b>	✓ / X	✓ / X	✓ / X	✓ / X	✓ / X	✓ / X	✓ / X	✓ / X	✓ / X	✓ / X
1. Explained the correct set up of the equipment										
2. Explained the correct technique and safe use of equipment										
3. Identified the prime movers involved in the exercise										
4. Provided clear and accurate explanations for the exercise										
5. Explained modifications, adaptations and alternatives to progress and regress the exercise										
6. Identified good and / or poor performance										
7. Provided coaching points to improve performance										
Assessor questions	Learner responses									

<b>Assessor feedback</b>
<b>CV Equipment</b>
<b>Resistance Machines</b>
<b>Free Weights</b>
<b>Pass / Refer</b>

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Assessment plan and record of achievement for adapted assessments during the COVID-19 pandemic

Centre name:

Assessment Plan				Record of Achievement		
Mandatory units: Stage of assessment	Evidence	Assessment method	Planned Assessment Date	Pass/Refer/APA (if claiming APA detail evidence seen)  Include % score for MCQ Exams	Assessor's signature or initials and date	IV initials (if sampled)
Planning gym-based exercise	Worksheet or professional discussion	Written				
	PAR-Q	Written				
	Programme card Normal session	Written				
	Session plans x 4	Written				
	Programme card Adapted session	Written				
Instructing gym- based exercise	Summative observed session	Observation				
	Session self-evaluation	Written				
	Professional discussion	Discussion				

### Assessment planning and record of achievement declaration

Declaration		Name	Signature	Date
<b>Learner's agreement:</b>	<p>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.</p> <p>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.</p>			
<b>Assessor's agreement:</b>	<p>I have discussed the planned assessments with the learner and any additional support required has been planned and recorded separately.</p>			

### Record of achievement declaration

Declaration		Name	Signature	Date
<b>Assessor 1's agreement:</b>	<p>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.</p>			
<b>Internal verifier's agreement:</b>	<p>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.</p>			