

YMCA Level 2 Diplomas in Exercise and Fitness:

- YMCA Level 2 Diploma in Exercise and Fitness: Gym Instructor (610/2784/4)
- YMCA Level 2 Diploma in Exercise and Fitness: Gym and Group Exercise Instructor (Circuit Training) (610/2793/5) qualification only.

Operational start date: 01/01/2024

Learner Assessment Record



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YMCA Awards

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- YMCA Level 2 Diploma in Exercise and Fitness: Gym and Group Exercise Instructor (Circuit Training) (610/2793/5)

Learner Assessment Record

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Introduction

YMCA Awards is part of Central YMCA – the world's first YMCA – a national charity that's been helping people make positive changes in their lives since 1844.

We're experts in education, health, and well-being with over 20 years of experience developing UK-regulated and globally recognised qualifications.

We work closely with industry experts, employers, and training providers to make sure that our products and services deliver life-changing opportunities. With over half a million qualifications awarded, 300,000 people have advanced their careers with YMCA Awards.

Learner Assessment Record

Your Learner Assessment Record (LAR) has been created to support the assessment of:

- YMCA Level 2 Diploma in Exercise and Fitness: Gym Instructor (610/2784/4)
- YMCA Level 2 Diploma in Exercise and Fitness: Gym and Group Exercise Instructor (Circuit Training) (610/2793/5)

You will share the LAR with your tutor and assessor, who will use the paperwork to assess you throughout your training. This document is essential to your assessment and should be kept safe. Your tutor and assessor will guide you as to which forms you need in particular and how they should be used and completed.

Grading and structure

YMCA Level 2 Diploma in Exercise and Fitness: Gym Instructor (610/2784/4)

This qualification is graded Pass or Refer.

To achieve a Pass, learners must complete seven mandatory units:

UN	Unit title	Level
H/650/7417	Fundamentals of anatomy and physiology for exercise and fitness professionals	2
J/650/4853	Providing a positive customer experience to exercise and fitness participants	2
K/650/4854	Principles of physical activity, exercise, and training approaches to develop fitness and health	2
L/650/4855	Health screening, risk stratification and scope of practice	3
R/650/4857	Health awareness and lifestyle management	2
T/650/4858	Supporting clients in a gym-based environment	2
Y/650/4859	Plan, deliver and evaluate gym-based training	2

YMCA Level 2 Diploma in Exercise and Fitness: Gym and Group Exercise Instructor (Circuit Training) (610/2793/5)

This qualification is graded Pass or Refer.

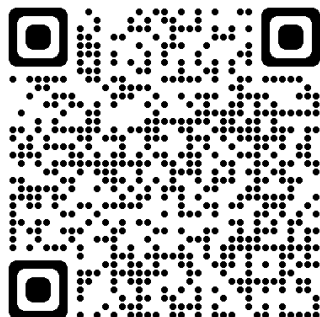
To achieve a Pass, learners must complete eight mandatory units:

UN	Unit title	Level
H/650/7417	Fundamentals of anatomy and physiology for exercise and fitness professionals	2
J/650/4853	Providing a positive customer experience to exercise and fitness participants	2
K/650/4854	Principles of physical activity, exercise, and training approaches to develop fitness and health	2
L/650/4855	Health screening, risk stratification and scope of practice	3
R/650/4857	Health awareness and lifestyle management	2
T/650/4858	Supporting clients in a gym-based environment	2
Y/650/4859	Plan, deliver and evaluate gym-based training	2
F/650/4860	Plan, deliver and evaluate group circuit training	2

The guided learning hours (GLH) and total qualification time (TQT) for these qualifications are:

Qualification	GLH	TQT
YMCA Level 2 Diploma in Exercise and Fitness: Gym Instructor (610/2784/4)	181	393
YMCA Level 2 Diploma in Exercise and Fitness: Gym and Group Exercise Instructor (Circuit Training) (610/2793/5)	203	447

Find out more about GLH and TQT on our website:



ymcaawards.co.uk/qualifications/glh-and-tqt

Learner Assessment Record forms

Assessment overview

How each unit will be assessed.

Assessment plan

This form will help you and your assessor plan your progress through the assessment tasks. You can use this to plan with your assessor and tutor when assessment activities will take place.

Assessment specification

Contains details of each task that you must successfully complete to achieve this qualification, together with all supporting documentation required by both you and your assessor.

Assessor feedback sheet

This form will be used by your assessor to record any feedback that you may be given. This form may be used at any stage in your learning to record feedback.

Supplementary questions record

This form will be used by your assessor to record any questions that you may be asked and any answers you may give.

Summary of achievement

This document is designed to record the outcomes of the assessment tasks and any further action that may be needed. For example, you may need to be reassessed in a particular area. This form will also be signed by you to declare the authenticity of the work and by your assessor to show which of the units have been satisfactorily completed. This form should be kept in a safe place as it is evidence of your achievements.

Assessment overview

YMCA Level 2 Diploma in Exercise and Fitness: Gym Instructor (610/2784/4)

Learners completing the YMCA Level 2 Diploma in Exercise and Fitness: Gym Instructor (610/2784/4) will complete six assessment tasks across the three assessment stages:

- Assessment stage 1: Assessment task 1.1
- Assessment stage 2: Assessment tasks 2.1-2.3
- Assessment stage 3: Assessment task 3.1 and 3.2.

YMCA Level 2 Diploma in Exercise and Fitness: Gym and Group Exercise Instructor (Circuit Training) (610/2793/5)

Learners completing the YMCA Level 2 Diploma in Exercise and Fitness: Gym and Group Exercise Instructor (Circuit Training) (610/2793/5) will complete six assessment tasks across the three assessment stages:

- Assessment stage 1: Assessment task 1.1
- Assessment stage 2: Assessment tasks 2.1-2.3
- Assessment stage 3: Assessment task 3.1 and 3.4.

Note: Where learners wish to complete separate gym instructing and circuit training practical assessments, they should complete the following in place of Assessment task 3.4: Plan, deliver and evaluate a gym-based group exercise session (circuit training):

- Assessment task 3.2: Plan, deliver and evaluate a gym-based exercise session.
- Assessment task 3.3 Plan, deliver and evaluate group circuit training.

Paperwork to support Assessment task 3.3 can be found in the YMCA Level 2 Award and Certificate in Exercise and Fitness: Group Exercise Instructor (Circuit Training) (610/2793/5) LAR.

Stage	Task	Unit	UN
1	1.1	Fundamentals of anatomy and physiology for exercise and fitness professionals	H/650/7417
2	2.1	Providing a positive customer experience to exercise and fitness participants	J/650/4853
	2.2	Principles of physical activity, exercise, and training approaches to develop fitness and health	K/650/4854
		Health awareness and lifestyle management	R/650/4857
	2.3	Principles of physical activity, exercise, and training approaches to develop fitness and health	K/650/4854
		Health screening, risk stratification and scope of practice	L/650/4855
		Health awareness and lifestyle management	R/650/4857
3	3.1	Providing a positive customer experience to exercise and fitness participants	J/650/4853
		Supporting clients in a gym-based environment	T/650/4858
	3.2 (Gym only)	Providing a positive customer experience to exercise and fitness participants	J/650/4853
		Plan, deliver and evaluate gym-based training	Y/650/4859
	3.4 (Gym and group circuit training)	Providing a positive customer experience to exercise and fitness participants	J/650/4853
		Plan, deliver and evaluate gym-based training	Y/650/4859
		Plan, deliver and evaluate group circuit training	F/650/4860

Assessment plan

Assessment stage	Assessment task	Assessment method	Date, time, and location of assessment	Reasonable adjustments agreed
1	1.1	Questions / answers on anatomy and physiology (level 2) <i>Online assessment workbook.</i>		
2	2.1	Worksheet (Professional practice) <i>Verbal or written/text-based tasks.</i>		
	2.2	Information resources <i>Verbal or written/text-based tasks.</i>		
	2.3	Applied case study questions <i>Written/text-based tasks.</i>		

Assessment stage	Assessment task	Assessment method	Date, time, and location of assessment	Reasonable adjustments agreed
3	3.1	Gym induction, supervision and cleaning <i>Practical tasks.</i>		
	3.2 (Gym only)	Plan, deliver and evaluate a gym-based exercise session <i>Combination of written/text-based and practical tasks.</i>		
	3.4 (Gym and group circuit training)	Plan, deliver and evaluate a gym-based group exercise session (circuit training) <i>Combination of written/text-based and practical tasks.</i>		

Learner's name:	_____	Learner's signature:	_____	Date:	_____
Assessor's name:	_____	Assessor's signature:	_____	Date:	_____
IQA's name:	_____	IQA's signature:	_____	Date:	_____

Assessment specification: Assessment stage 1

Assessment task 1.1: Questions/ answers on anatomy and physiology (Level 2)

Task requirement	You are required to answer set questions to assess your knowledge of the following: • Anatomical terminology. • Classification, structure, and function of the: ○ skeletal system ○ muscular system ○ respiratory system ○ nervous system ○ circulatory system ○ endocrine system ○ digestive system ○ energy systems. • Lifespan changes which affect the body system, health, and wellbeing. • Effects of exercise on the body systems.
Assessment requirement	You must answer all questions correctly.
Documentation supplied for this task	None.
Assessment method /materials	This assessment is available digitally (auto-marked) through YMCA Awards' online system. Centres wishing to create their own questions or use their own platform must seek prior approval from YMCA Awards.

Assessment specification: Assessment stage 2

Assessment task 2.1: Worksheet (Professional practice)	
Task requirement	You are required to complete a worksheet to answer a series of questions relating to the following areas of professional practice: • The customer journey and experience. • Health and safety and wellbeing. • Continuing professional development. • Business acumen.
Assessment requirement	You must answer all questions correctly.
Documentation supplied for this task	Professional practice worksheet.
Assessment method /materials	Professional practice worksheet.

Professional practice worksheet

Learner's name: _____ Date _____

You must complete all the following questions. Answers should be written/recorded in the space provided. Pass mark is 100%.

Supporting the customer journey and customer experience

1. Provide three examples of appropriate personal conduct in the workplace to portray a professional image:

1)

2)

3)

2. Outline three ways you could adapt communication skills to work with customers or clients with different needs or from different backgrounds:

1)

2)

3)

3. Outline three ways you could support the customer or client journey and experience:

1)

2)

3)

4. List two reasons why customer or client retention is important for a business:

1)

2)

5. List two ways of gathering feedback from customers or clients:

1)	2)
----	----

6. Provide one example of a conflict that may occur in the workplace and outline how you would manage this:

Potential conflict:	How to manage:

Health, safety and wellbeing

1. Describe the importance of the following workplace behaviours:

Problem-solving:	
Time management:	
Ability to follow instructions:	
Teamwork:	
Ability to work alone with minimal supervision:	
Confidence:	

2. Provide one example of how you would ensure your working practice complies with each of the named legislations:

Data Protection Act 2018:	
Equality Act 2010:	
Health and Safety at Work Act 1974:	

Safeguarding:	
Reporting of injuries, diseases and dangerous occurrences regulations:	
Control of substances hazardous to health:	
3. Explain the importance of correct manual handling when moving equipment:	
4. Outline four checks you would make when conducting a risk assessment:	
1)	2)
3)	4)

Continuing professional development

1. List three ways of keeping your own knowledge and skills up to date:

1)	2)	3)

2. Provide three examples of how reflective practice can be used to support own personal and professional development:

1)	2)	3)

3. Explain what is meant by working within scope of practice:

--

4. List two examples of how you would maintain scope of practice and work within professional role boundaries:

1)	2)

Business acumen

1. Outline three financial costs and considerations you would need to factor when establishing yourself as an exercise and fitness instructor:

1)	2)	3)

2. Outline three considerations you would need to factor when developing your digital/social media profile:

1)	2)	3)

3. Describe how social media/digital profiles can affect a business:

--

4. Give four examples of how technological advancements can be used to support the customer experience, to increase physical activity levels, motivation, and focus, e.g., wearable technology, pedometers, smartphone apps:

1)	2)
3)	4)

5. List four of the services and products you could provide to your future clients and/or customers and the benefits of these to meet specific needs and expectations:

1)	2)
3)	4)

Final result: ☐ Pass ☐ Refer

Learner's name:	_____	Learner's signature:	_____	Date	_____
Assessor's name:	_____	Assessor's signature:	_____	Date	_____
IQA's name:	_____	IQA's signature:	_____	Date	_____

Assessment task. 2.2: Information resources

Task requirement	As part of your preparation to start work as an exercise and fitness professional, you will be required to: • Create three information resources to provide to your clients. You will be provided three subject briefs by your tutor/assessor, which you should use to create the resources (one for each of the following subjects). 1. Healthy lifestyles. 2. The benefits of physical activity and exercise. 3. Healthy eating.
Assessment requirement	These information resources must: • Use a format that is appropriate for the target audience, e.g., poster, handout, information leaflet, social media page, podcast, Facebook post, recording or presentation (as appropriate). • Use appropriate language and images to promote exercise, physical activity and wellbeing initiatives to the client group. • Provide credible and evidence-based information. • Be clear and concise: For written resources: • A maximum of two A4 pages (or equivalent) of information each. • Use short sentences and bulleted lists (as appropriate). For video or audio resources: – A maximum of 10 minutes (as appropriate). – Supporting written resources (as above). Video/audio requirements Any video and audio assessment must adhere to the YMCA awards guidelines. For video assessment guidance see: Use of video evidence in practical assessments policy
Documentation supplied for this task	Three resource subject briefs: 1. Healthy lifestyles. 2. The benefits of physical activity and exercise. 3. Healthy eating.
Assessment method /materials	• Assessor checklist: Information resources.

Information resource brief 1: Healthy lifestyles

Information resource should include the following information:

- A definition of health – World Health Organisation (WHO).
- The prevalence and health implications of the UK population.
- An overview of the components of total fitness.
- Healthy lifestyle behaviours and the benefits:
 - not smoking
 - drinking alcohol responsibly
 - healthy eating
 - physical activity
 - sleep
 - managing stress.
- Unhealthy lifestyle behaviours and the health risks:
 - Chronic health conditions linked with lifestyle behaviours.
- Credible information sources to seek further help and support.
- List of other health professionals to support lifestyle.

Information resource brief 2: The benefits of physical activity and exercise

Information resource should include the following information:

- An outline of the Chief medical officer (CMO) physical guidelines for adults.
- A summary of the health benefits of regular physical activity and exercise.
- The role which physical activity plays in preventing chronic health conditions.
- A list of potential barriers to physical activity and exercise, along with suggestions for overcoming them.
- An overview of different types of exercise and physical activity and their benefits.
- The differences between activity and exercise recommendations to promote physical fitness and those to promote health.
- Reasons for temporarily deferring exercise.
- When to seek specialist guidance and support and appropriate sources.

Information resource brief 3: Healthy eating

Information resource should include the following information:

- An overview of the Eatwell guide recommendations.
- A summary of the health benefits and importance of healthy eating.
- Risks of unhealthy eating.
- A list of suggestions for making healthy eating swaps.
- Main nutrients and example food sources.
- The importance of hydration.
- Individuals who should speak to a dietitian to support healthy eating.
- Credible information sources for healthy eating and nutrition.

Assessor checklist: Information resources

Learner's name: _____ Date of assessment: _____

The learner needs to pass all criteria listed on this checklist. Supplementary questions may be asked by the assessor to confirm competence of knowledge. All questions and learner responses must be recorded within the 'Supplementary questions record' and answered correctly. If no evidence of any criteria is provided, then the learner should be reassessed.

✓ = achieved. Q = supplementary question used. X = insufficient evidence and reassessment required.

The 'Reassessment' column is for reassessment should the learner not provide sufficient evidence to achieve a pass against all criteria.

The learner provided information resources which:	Resource 1	Resource 2	Resource 3	Outcome	
				Initial assessment	Reassessment (If required)
• Covered all criteria listed in the resource subject brief.					
• Used a format appropriate to the target audience.					
• Used concise, clear and accessible language.					
• Contained accurate evidence-based information.					
• Used appropriate images (where appropriate).					
• Are engaging and educational.					
• Named credible information sources to gather additional information.					

Additional

For written resources:

- A maximum of two A4 pages (or equivalent) of information for written resources.
- Use of short sentences and bulleted lists (as appropriate).

For video or audio resources:

- A maximum of 10 minutes.
- Use of appropriate language.
- Use of appropriate images (where appropriate).

Any supplementary questions were answered sufficiently.

Final result: ☐ Pass ☐ Refer

Learner's name:	_____	Learner's signature:	_____	Date:	_____
Assessor's name:	_____	Assessor's signature:	_____	Date:	_____
IQA's name:	_____	IQA's signature:	_____	Date:	_____

Assessment task 2.3: Applied case study questions

Task requirement	You will be required to answer a series of applied screening and risk stratification questions related to three case study briefs, based upon the following scenario: <i>You have just started to promote your own exercise and fitness classes and have recently advertised that you are offering a variety of training sessions in the local area.</i> <i>A variety of individuals (see case study briefs) have recently contacted you asking for information on the sessions you are delivering. They would like to know whether it would be appropriate for them to attend any of the sessions and which sessions you would recommend.</i> Your tutor or assessor will provide you with one set of three case studies together with an applied case study question sheet. These questions will relate to: • Risk factors e.g., cardiovascular disease and other health conditions or lifestyle factors, which increase the risk of participation in exercise. • Participants who present with needs that may exceed scope of practice and who need to be signposted to other professionals. • Participants who present with contraindications to exercise and who need to be signposted to other professionals. • The most appropriate type of exercise to best meet the individual's needs for those within scope of practice.
Assessment requirement	You should conduct research to explore any needs presented by each case study you have been provided, such as medical conditions, cardiovascular disease risk factors, lifestyle factors, injuries, functional or mobility limitations, medications etc. You will then need to complete the supplied documentation: • Applied case study question and answer sheet.
Documentation supplied for this task	• Applied case study briefs. • Tutor or assessor to choose <u>one set from three briefs.</u> • Applied case studies question and answer sheet.
Assessment method /materials	• Applied case studies question and answer sheet.

Applied case studies: Set 1

Case study 1: Paul (Aged 39)	PAR-Q+: Answered no to all questions on PAR-Q+. Health conditions: None. Body mass index (BMI) 20.3. Occasional stress and anxiety experienced throughout life, but not medicated. Lifestyle: Smoker (20 per day since age 17). Says he would like to improve his diet, e.g. skips breakfast and tends to grab food 'on the go' (quick and easy). Employment status: Works full-time desk based. Past activity levels: He has exercised all his life and used to run and train in the gym, in addition to daily group exercise classes to manage his stress levels and stay fit. He has noticed his fitness and activity levels have decreased over last eight years due to various life and work changes. Current activity levels: He attends one body sculpt class every week at a local leisure centre (lunchtime) and sometimes practices yoga at home. He has a 15-minute walk to and from the station on his journey to work. Goals: His main goal is to build back his fitness and get back into his gym routine. He would also like to manage stress more effectively. He would also like some dietary advice. Barriers to exercise: Work and feeling too tired at the end of the day. He has lost interest in attending the gym but likes the results from gym/weight training.
Case study 2: Priti (Aged 45)	PAR-Q+: Answered yes to two questions on PAR-Q+ (Q4 and Q5) but no to follow on questions (she says she considered answering yes to Q5e but didn't). Health conditions: She has type 1 diabetes (medication controlled) and is slightly overweight (BMI 26). Lifestyle: Non-smoker. No alcohol. She has indicated she would like some advice on eating more healthily and a dietary plan to follow to lose weight. Employment status: She works full-time at a desk. Past activity levels: After leaving school and up to age 25, she was regularly active, running or walking daily and attending exercise classes and gym sessions on four days a week. She became pregnant with twins (complicated first pregnancy) at age 25 and pregnant again at age 29, so her activity levels dropped during this period. Current activity levels: She has a 15 minute walk each day as part of her journey to and from work. She hasn't had a regular activity or exercise routine since she changed jobs five years ago.

	Goals: Her main goal is to lose some weight, establish a regular routine and get her fitness back. Barriers to exercise: Work, family and making time. Feels tired at the end of the day.
Case study 3: Jan (Aged 64)	PAR-Q+: Answered yes to two questions on PAR-Q+ (Q1 and Q5) and no to follow-on questions. Health conditions: She experienced a heart attack nine years (unknown cause) and has been on regular medication ever since to keep her blood pressure and cholesterol within healthy ranges. She also has a glyceryl trinitrate (GTN) spray which is to use in the event of experiencing another heart attack (she does not have angina). Lifestyle: She doesn't smoke, eats healthily and only drinks alcohol occasionally. Employment status: She works full-time at a desk. Past activity levels: After the heart attack, she completed cardiac rehabilitation, followed by attendance to a local exercise referral service for around a year. Current activity levels: She currently walks most days and attends two exercise sessions per week at a local facility. Functional and mobility issues: She is currently working with a physiotherapist to support shoulder joint pain; the physio has advised her to stay mobile but to avoid exercises that involve shoulder abduction Goals: Her main goal is to 'stay alive'. She is fearful of having another heart attack so staying active and mobile, eating healthily, maintaining a healthy body weight, and living a healthy lifestyle are her main priorities. Barriers to exercise: She collects grandchildren from school every weekday and looks after them until six in the evening. She prefers to exercise during the day.

Applied case studies: Set 2

Case study 1: Raj (Aged 22)	PAR-Q+: Answered no to all questions on PAR-Q+. Health conditions: Says he is slightly overweight (BMI 28). Lifestyle: Non-smoker. No alcohol. Vegetarian diet. Employment status: Works full-time as manager of a large supermarket chain and says he is on his feet most of the day. Past activity levels: Played cricket, football, and other sports at school. Hasn't really had a regular exercise routine. His employer has provided a gym membership for all staff, so he says he wants to make use of this. Current activity levels: Cycles to work every day. A total journey time of 30 minutes (there and back). Goals: He says he would like to lose a little weight and potentially tone up a bit more, perhaps build some muscle. Barriers to exercise: Works shifts and says he often feels tired once he gets home from work.
Case study 2: Grace (Aged 24)	PAR-Q+: Answered no to all questions on PAR-Q+. Health conditions: No health conditions but has recently discovered she is pregnant (9-10 weeks). Slightly overweight (BMI 26). Lifestyle: Smoker (15 a day), no alcohol. Says she eats relatively healthily but needs to eat more fruit and vegetables and wants to review her diet now she is pregnant. Employment status: Works full-time as a hairdresser so on her feet most of the day. Past activity levels: Played lots of sport at school and especially enjoyed dance and drama sessions. She has stayed active and exercised regularly since leaving school. Current activity levels: She currently attends daily exercise and dance sessions at a local facility. Goals: She wants to stay active while pregnant and avoid any excess weight gain. Barriers to exercise: A little worried that exercise may harm the baby.
Case study 3: Jolena (Aged 54)	PAR-Q+: Answered yes to five questions on PAR-Q+ (Q1, Q3, Q4, Q5, Q7) and yes to two follow-on questions (Q9c, and Q10c). Health conditions: She has high blood pressure (150/85) and is overweight (BMI 31). Experienced a stroke and lost consciousness five months ago and is now on various medication including blood thinner and medication to manage her blood pressure and cholesterol.

	Lifestyle: Non- smoker. Occasional alcohol at weekends. Has been recommended by her GP to lose some weight. Says she needs some advice on diet to lose weight. Employment status: Works full-time as a baker. Has just returned back to work. Past activity levels: Didn't like PE at school and no regular exercise routine. Current activity levels: Has a 10-minute walk to and from work. Says she is on her feet most of the day at work. Goals: Her main goal is to lose some weight and reduce her risk of having another stroke. Barriers to exercise: Work. Not very motivated to start exercising but knows she needs to lose some weight.
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Applied case studies: Set 3

Case study 1: Dimitri (Aged 34)	PAR-Q+: Answered no to all questions on PAR-Q+. Health conditions: Says he occasionally experiences mild low back pain and would like to lose some weight (BMI 27). Blood pressure 128/82. Lifestyle: Smoker – 15 a day. Employment status: Works full-time as a nurse (so on feet most of the day). Describes work as sometimes stressful. Past activity levels: No regular or sustained exercise routine since leaving school. Current activity levels: Walks dog in the evenings for 15 minutes. Has recently started attending Pilates on two evenings a week with a friend to help relax and stay fit. Goals: To tone up and lose a little bit of weight and manage low back pain. Barriers to exercise: Mainly work and feeling stressed. Has availability at weekends to exercise.
Case study 2: Miki (Aged 20)	PAR-Q+: Responded yes to two questions on PAR-Q+, and said they considered answering yes to one follow-on question (5e). NB: Miki identifies as 'they' (rather than 'he/him' or 'she/her'). Health conditions: Type 1 diabetes and uses insulin daily to manage blood sugar levels. Body mass index (BMI) 22.5 (very lean body frame). Blood pressure 120/75. Lifestyle: Smoker – 15 a day. Alcohol at weekends when socialising when friends.

	Employment status: Works shift work at a large burger restaurant chain. Past activity levels: Has never had a regular exercise routine. Didn't like sport at school. Likes swimming. Current activity levels: On feet most of the day at work. Has a 10-minute walk from home to the station (morning and evening). Goals: Would like to build some muscle. Would like some advice on diet as tends to skip some meals and eat on the go, at work. Barriers to exercise: Would have to fit exercise around work shifts and social activities.
Case study 3: Donna (Aged 64)	PAR-Q+: Answered yes to four questions (Q1, Q4, Q5 and Q7) on PAR-Q+ and yes to two follow-on questions (Q4b and 9b). Health conditions: She experienced a stroke four years ago, and now uses a walking stick to support walking and balance. Blood pressure 160/90 medicated. Other cardiovascular disease (CVD) medications not listed. BMI 28. Intentionally lost weight after her stroke. Says she eats relatively healthily now. Lifestyle: Lives with her daughter, her daughter's husband and one child. Non-smoker. No alcohol. Employment status: Retired early, due to ill-health. Used to work as a conveyer line worker packing biscuits at a factory. Past activity levels: She attended a local exercise referral scheme to support recovery post-stroke (gym-based exercise), but her routine was broken by the coronavirus pandemic, and she returned to becoming relatively inactive. Prior to stroke was inactive/sedentary. Current activity levels: She currently attends a tai chi class one or two days a week and travels to the leisure centre by bus and has a 10-minute slow walk to arrive. Goals: She is fearful of having another stroke and would like to get back to her more regular gym routine. She likes the social environment and meeting up with people at the gym. Barriers to exercise: Says she has time available during most days. Picks her granddaughter up from school most days. Weekends are family time.

Applied case study questions (question and answer sheet)

Learner's name: _____ Date _____

Read the case study briefs you have been allocated by your tutor/assessor.

Conduct research to explore any needs presented within each case study you have been provided e.g., medical conditions, cardiovascular disease risk factors, injuries, functional or mobility limitations, medications etc., and then answer all the following knowledge questions. Answers should be written/recorded in the space provided. Pass mark is 100%.

1. List any lifestyle factors presented by the case studies and outline how each may affect the clients' overall health and wellbeing.

Case study	Lifestyle factors	How these may affect overall health and wellbeing

2. List any cardiovascular disease risk factors presented by the case studies and outline how each may increase risk stratification and readiness to participate in exercise.

Case study	Cardiovascular disease risk factors	How these factors may affect risk stratification and readiness to participate

3. List health conditions/medications presented by the case studies, along with any potential implications or risks for participation in exercise (if none, state none).

Case study	Health conditions/medications presented (if none, state none)	Potential risks and implications for participation in exercise (if none, state none)

4. Identify any injuries and/or functional and/or mobility issues presented by each case study and outline any potential implications that these may have for participation in exercise (if none presented, state this).

Case study	Functional and mobility issues (if none, state none)	Potential risks and implications for participation in exercise (if none, state none)

5. List any barriers to exercise that each case study presents and outline any motivators within the case study which may support overcoming the identified barriers

Case study	Barriers to exercise	Motivators that may help to overcome barriers

6. Which of the case studies present with absolute contraindications to exercise (if any)? Explain the action you would take and why.

Case study	Absolute contraindications for exercise (please list these) (if none, state none)	Action you would take and reasons why

7. Which of the case studies would require medical clearance prior to participation in any exercise? Explain why.

Case study	Is medical clearance is required? (state yes or no)	Reasons why

8. Which of the case studies would you currently consider to be within your scope of practice, and which would you currently consider to be beyond it (consider your confidence/competence)?

Which additional qualification(s) would you require in order to work with any of the case studies which you have identified as being outside your current scope of practice?

Case study	Are needs within scope of practice or not? (yes or no)	Additional qualifications you may need to work with case studies deemed to be outside of your scope of practice

9. From the information you have about the case studies, would any of these 'potential customers/participants' have needs that would benefit from signposting to other services? If yes, which service may you signpost them to, e.g., GP, dietitian, counsellor etc.?

Case study	May require signposting	Service

10. Outline the advice you may provide to the case studies regarding their participation in the sessions you currently offer.

Case study	The advice you may provide to each case study regarding participation in the sessions you currently offer

11. At which stage of readiness to exercise e.g., pre-contemplation, maintenance etc., would you place each case study? Provide reasons and an example strategy for each.

Case study	Stage of readiness	Reasons	An example strategy to support the person at this stage

12. For each case study, based on the information it contains, what aspects/components of fitness may require priority and focus and why?

Case study	Components of fitness	Reasons

13. Using the SMART acronym, write one short-term goal for each case study, and indicate how you will monitor and follow-up to judge its success (this goal can relate to any required actions, including seeking medical clearance, attending a session, or taking an appropriate action to support change).

Case study	Short-term goal (SMART)	How to monitor and follow-up

Final result: ☐ Pass ☐ Refer

Learner's name: _____ Learner's signature: _____ Date _____

Assessor's name: _____ Assessor's signature: _____ Date _____

IQA's name: _____ IQA's signature: _____ Date _____

Assessment specification: Assessment stage 3

Assessment task. 3.1: Gym induction, supervision, and cleaning

Task requirement

You must complete the following tasks:

- Plan and conduct a gym induction (including client consultation and assessment).
- Gym supervision.
- Cleaning activities.

This will require you to undertake the tasks within A and B below.

A. Introduce and supervise clients in the gym environment, including:

- Showing customers how to:
 - Set up and use resistance machines*.
 - Programme and use cardiovascular machines*.
 - How to safely lift and move free weights.
 - Set up and perform free-weight exercises*.
 - Perform bodyweight exercises*.
 - Warm up in the gym environment.
 - Cooldown and stretch in the gym environment.

**See induction schedule and tutor/assessor sign off record (designated exercise list).*

- Providing a positive 'client experience':
 - Consulting with a client/customer (screening and assessment).
 - Demonstrating a positive first impression, through engagement and developing rapport.
 - Dealing with customer enquiries, giving positive, motivating, timely and relevant feedback.
 - Respecting equality and diversity.
 - Demonstrating discretion and empathy.
 - Offering an end-to-end service.
 - Using suitable language.
 - Problem solving.
 - Influencing.
 - Teamwork.

	○ Adhering to relevant policies and procedures relevant to own role. B. Maintain safety and cleanliness in the gym environment, including: ● Planning and conducting relevant daily cleaning duties in accordance with an organisations schedule and standards relevant to the gym environment. ● Adhering to: ○ Manufacturer’s guidelines when cleaning equipment and for any products used. ○ Health and safety requirements, e.g., Control of Substances Hazardous to Health (COSHH) ○ Safe systems, e.g. use of signage. ○ Storage of materials. ● Maintaining safety of self and others: ○ Using a range of suitable cleaning equipment and substances relevant to the gym environment. ○ Using personal protective equipment (where appropriate). ○ Identifying hazards and following risk assessment and correct reporting procedures. ○ Following emergency action plans. ○ Effectively communicating with customers.
Assessment requirement	This assessment may be continuous and observed in stages by your tutor or assessor (so the various activities can be completed at several different times). A combination of both live and pre-recorded assessment is acceptable. Video/audio requirements Any video and audio assessment must adhere to the YMCA awards guidelines. For video assessment guidance see: Use of video evidence in practical assessments policy.
Documentation supplied for this task	● Cleaning schedule. ● Supervision schedule. ● Client consultation and assessment record. ● Induction plan / and tutor/assessor sign off record (designated exercise list).

Assessment method /materials	Assessor checklist: Gym induction, supervision, and cleaning.
Additional information	Stages of continuous observation should include: - Cleaning activities – a minimum of one record of cleaning activities. - Gym supervision and walk arounds – a minimum of one record of gym supervision and walk around activity. - Client screening, assessment and consultation – a minimum of one client consultation record. - Induction of all listed: - Cardiovascular (CV) machines*. - Resistance training (RT) machines*. - Free weights (FW) with safe lifting and passing*. - Bodyweight (BW) exercises*. - Lifting and passing and spotting techniques. <i>*See induction schedule and tutor/assessor sign off record (designated exercise list).</i> - Induction of a <u>minimum of three</u> resistance training approaches: - single set - circuit resistance training - pre or post exhaust - basic sets - super sets or giant sets - pyramids - Delorme and Watkins (10RM) - Berger (6RM). - Induction of a <u>minimum of two</u> cardiovascular training approaches: - continuous - interval - fartlek. - Induction of a warm up in a gym environment. - Induction of cooldown and stretching in a gym environment.
Additional information Participant requirements	This assessment can include the use of a combination of peers as well as real clients or customers.

For one-to-one inductions, ideally a real client or customer should be used (where this is possible and practicable). This may include any person who is unknown to the learner.

In small group inductions and gym supervision activities ideally, a minimum of one person will be a real client/customer. This may include people who are unknown to the learner.

Gym cleaning schedule

Learner's name: _____ Date _____

A minimum of one record of cleaning activity is required.

Cleaning activities	Products used	Date	Further actions

Gym supervision schedule

Learner's name: _____ Date _____

A minimum of one record of gym supervision and walk around activity is required.

Supervision activities (including walk arounds, tours etc.)	Date	Comments (include any relevant information to be passed on to team members)

Consultation and assessment record (gym)

Learner's name: _____ Date _____

A completed client consultation and assessment record is required for a minimum of **one** participant/customer.

Client details

Name:		Age:	
Client PAR-Q/PAR-Q+ completed and informed consent explained:			YES/NO
Did the client answer YES to any PAR-Q/PAR-Q+ questions?			YES/NO

Analysis of PAR-Q/PAR-Q+ responses and actions if applicable:

Description of lifestyle, to include family, occupation, hobbies etc:

Description of present exercise and physical activity levels (apply FITT where appropriate):

Description of past exercise and physical activity levels (apply FITT where appropriate):

Client's activity likes and dislikes:

Likes:

Dislikes:

Results from health assessments:

Conduct the physical measurements/ assessments as appropriate to the client and goals – minimum of two health assessments required.

Resting heart rate:

Height and weight:

Waist circumference:

Blood pressure:

BMI:

Waist-to-hip ratio:

Results analysis:

List considerations for the programme based on the above and PAR-Q+. State whether you think the client should be referred to an appropriate professional prior to taking part in physical activity, giving your reasons for deferral/referral (you may also use risk analysis tools such as ACSM/Irwin and Morgan).

List client's goals (SMART):

Indicate below if another party other than the instructor and client is required for goal setting (please give a reason for their involvement):

List other activities/services available within the health and fitness facility that may help meet the client's goals and complement the gym programme:

Agreed programme review dates:

Final result: ☐ Pass ☐ Refer

Learner's name: _____ Learner's signature: _____ Date _____

Assessor's name: _____ Assessor's signature: _____ Date _____

IQA's name: _____ IQA's signature: _____ Date _____

Induction schedule and tutor/assessor sign off record (designated exercise list)

Learner's name: _____ Date _____

Note: The tasks listed on this checklist do not need to all be completed at the same time, continuous and ongoing assessment (over time) is acceptable.

All listed exercises are to be inducted by learners at least once (as a minimum).

A sufficient range and variety of exercises should be observed by the tutor/assessor to indicate learner competence:

- Exercises using barbells and dumbbells only need to be observed once using either DB or BB.
- Bodyweight exercises or resistance machines that closely replicate other free weight exercises e.g., prone fly or squat, can be signed off once the free-weight (FW) exercise has been observed.
- If resistance equipment is unavailable e.g., abdominal or lower back machine, bodyweight exercises or free weight exercises replicating the joint and muscle action(s) can be observed.

N.B. This list is not exhaustive, other accepted safe pieces of apparatus and bodyweight/functional exercises are permitted.

Resistance machines	Date	Resistance machines (continued)	Date
Seated knee extension		Seated row (neutral grip) or (BB grip)	
Leg press		Shoulder press	
Lower back machine		Lying thigh curl or seated thigh curl	
Lateral pull down (in front of chest)		Biceps curl (low pulley) or Seated biceps curl	
Supine lying chest press or seated chest press		Abdominal machine	
Reverse fly		Total hip – adduction, abduction, flexion, extension	
Triceps pushdown (high pulley) or triceps press		Seated adductor or seated abductor	
Pec dec		Seated chest press (BB grip) or (neutral grip)	
Seated row (low pulley)		Assisted pull up	

Body weight	Date	Free weight	Date
Lunge		Lunge (BB) or (DB)	
Squat		Squat (BB) or (DB)	
Back raise		Deadlift (BB) or (DB)	
Pull up (chin up)		Bent arm pullover (BB) or (DB)	
Press up		Bench press (BB)	
Prone fly		Prone fly (DB)	
Triceps dips		Supine triceps press (BB) or (DB)	
Abdominal curl		Single arm overhead tricep press (DB).	
Obliques curl		Chest fly (DB)	
Reverse curl		Single arm row (DB)	
Plank		Bent over row (BB)	
Calf raise		Shoulder press (DB)	
Cardiovascular machines	Date	Triceps kickback (DB)	
Recumbent cycle		Biceps curl (BB) or (DB)	
Rower		Upright row (BB)	
Treadmill		Front raise (DB) or lateral raise (DB)	
Cross trainer or elliptical machine			
Stepper			
Upright cycle			

Checked as complete: ☐ Yes ☐ No

Learner's name: _____ Learner's signature: _____ Date _____

Assessor's name: _____ Assessor's signature: _____ Date _____

IQA's name: _____ IQA's signature: _____ Date _____

Assessor checklist: Gym induction, consultation, supervision, and cleaning (3.1)

Learner's name: _____

Date: _____

Note: The tasks listed on this checklist do not need to all be completed at the same time, continuous and ongoing assessment (over time) is acceptable.

Each criterion only needs to be achieved once. The tutor/assessor should only tick the box when sufficient evidence is demonstrated. Questioning is not permitted to confirm competence of practical skills. Questioning is permissible to supplement written and planning records. Any questions and answers must be recorded on the 'Supplementary questions record'.

Evidence key: W = written (only for cleaning, supervision and consultation records); V = submitted video, L= observed live

The learner provided evidence of:	Type of evidence submitted	Tick only when sufficient evidence provided	Date of sign off	Tutor/ assessor initials
Gym cleaning activities				
1. Planning and preparing for cleaning activities.				
2. Using appropriate cleaning substances and equipment.				
3. Maintaining safety of self and others during cleaning activities.				
Gym supervision and show arounds				
4. Conducting an informative walk through and show round of the facility.				
5. Demonstrating a professional demeanour: uniform and personal attributes				

The learner provided evidence of:	Type of evidence submitted	Tick only when sufficient evidence provided	Date of sign off	Tutor/ assessor initials
positive first impressions.				
6. Signposting clients to other aspects of the facility if they show an interest in other areas/activities.				
Gym induction and consultation				
7. Planning and preparing for induction and consultation.				
8. Consulting and assessing the client(s) readiness to exercise and signposting or referral to other relevant professionals (where appropriate).				
9. Gathering and interpreting client(s) information to understand their needs.				
10. Using an appropriate teaching sequence to induct all exercises.				
11. Inducting the following to a combination of both one-to-one and small groups:				
Safe and effective warm up exercises.				
All listed cardiovascular (CV) machines.				
All listed resistance training (RT) machines.				
All listed free weight (FW) exercises.				

The learner provided evidence of:	Type of evidence submitted	Tick only when sufficient evidence provided	Date of sign off	Tutor/ assessor initials
All listed bodyweight (BW) exercises				
12. Inducting client(s) on how to lift and move free weights safely to include:				
Deadlift.				
Safe movement of dumbbells and barbell for bench and squatting exercises.				
Use of bench racks (as appropriate).				
Use of squat racks (as appropriate).				
13. Inducting a minimum of three training approaches (place a tick against those which have been included): - single set - circuit resistance training - pre or post exhaust - basic sets - super sets or giant sets - pyramids - Delorme and Watkins (10RM) - Berger (6RM).				

The learner provided evidence of:	Type of evidence submitted	Tick only when sufficient evidence provided	Date of sign off	Tutor/ assessor initials
14. Inducting a minimum of two cardiovascular training approaches (place a tick against those which have been included): • continuous • interval • fartlek.				
15. Inducting safe and effective cooldown and stretching exercises to client(s).				
16. Adapting instructional and communication skills according to the client(s) needs.				
17. Providing a positive 'client experience' and end to end service.				

Final result: ☐ Pass ☐ Refer

Learner's name:	_____	Learner's signature:	_____	Date:	_____
Assessor's name:	_____	Assessor's signature:	_____	Date:	_____
IQA's name:	_____	IQA's signature:	_____	Date:	_____

Assessment task. 3.2: Plan, deliver and evaluate a gym-based exercise session

This task relates to learners taking the YMCA Level 2 Diploma in Exercise and Fitness: Gym Instructor (610/2784/4) qualification only.

Task requirement	You are required to plan for, deliver and evaluate a gym-based exercise session, incorporating relevant exercises and equipment: • The session can be delivered to one person (one-to-one) OR a small group (three to five people). • All exercises selected are the learners' choice. However, they must be appropriate for the client/participants and should provide a balanced training approach, covering all components of fitness. <u>This is a summative assessment.</u> The session must be delivered live and in real time and observed by a qualified assessor. The session will be centre assessed by an assessor using the checklists provided by YMCA Awards.
Assessment requirement	Written or electronic session plans detailing all proposed activities must be supplied to your assessor in advance of the planned delivery (timeframe set by centre). The session must be delivered live and in real time with an assessor observing. Submission of pre-recorded videos are not permitted.
Documentation supplied for this task	• Session overview. • Risk assessment form. • Session plan (gym-based – small group or one-to-one). • Self-evaluation form.
Assessment method /materials	• Assessor checklist: Plan, deliver and evaluate sessions.
Additional information Participant requirements	• For one-to-one sessions, a real client must be used. • For small group sessions, <u>at least one participant must be a real client and not a peer.</u>

Assessment task 3.4: Plan, deliver and evaluate a gym-based group exercise (circuit training) session

This task is a synoptic assessment and relates to learners taking the YMCA Level 2 Diploma in Exercise and Fitness: Gym and Group Exercise Instructor (Circuit Training) (610/2793/5) qualification only.

Task requirement	You are required to plan and deliver a gym-based group circuit training session: • The session must be delivered: ○ To a large group (minimum of six people). ○ In a gym-based environment. ○ Using a group circuit training approach. • All exercises selected are the learners' choice, however, all components of fitness must be included. • The session must be structured to include: ○ A warm up component. ○ A main component (including a minimum of eight exercise stations, a mix of both cardiovascular and resistance exercises with a balanced approach and an appropriate intensity curve). ○ A cooldown component, with at least one developmental stretch. • The session must be delivered live and in real time and observed by a qualified assessor: ○ The session will be centre assessed by an assessor using the checklists provided by YMCA Awards.
Assessment requirement	Written or electronic session plans, detailing all proposed activities, must be supplied to your assessor in advance of the planned delivery (timeframe set by centre). The session must be delivered live and in real-time with an assessor observing. Submission of pre-recorded videos are not permitted.
Documentation supplied for this task	• Session overview. • Risk assessment form. • Session plan. • Self-evaluation form.

Assessment method /materials	Assessor checklist: Plan, deliver and evaluate sessions.
Additional information Participant requirements	For a large group (six and above) sessions, <u>at least two participants must be real clients and not peers.</u>

Session planning overview (3.2 or 3.4)

Learner's name: _____ Date: _____

Venue details	
Venue:	
Location of first aid kit:	
Duty first aider:	
Location of telephone:	
Health and safety officer (for risks outside of scope):	
Discipline (delete as appropriate):	Gym-based (3.2) / gym-based group circuit training (3.4)
Duration of session:	
Equipment required:	
Arrangements for equipment made with:	
Benefits of gym-based training, gym-based group circuit (session objectives)	
Advantages and disadvantages of using music, including effects on intensity for gym-based circuit training	
Advantages:	
Disadvantages:	

Participant checks and advice provided	
Number of participants:	
Ability (fitness/skill level):	
Informed consent form completed:	YES / NO
PAR-Q+ completed:	YES / NO
Any participants answering 'yes' to PAR-Q+ and advice provided?	
Verbal-screening	
Any specific considerations, e.g. injuries, exercise likes/dislikes?	
Appropriate footwear	
Appropriate clothing	

Environment checks	
List the health and safety/risk assessment checks made for the following:	
Environment space:	
Fire exits:	
Temperature/ventilation:	
Water availability:	
Type of circuit and format (Circuit or gym-based circuit training only):	
Diagram of circuit layout (group exercise circuit or gym-based circuit training only):	
Detail any revisions to plans based on information gathered:	

Final result: ☐ Pass ☐ Refer

Learner's name:	_____	Learner's signature:	_____	Date	_____
Assessor's name:	_____	Assessor's signature:	_____	Date	_____
IQA's name:	_____	IQA's signature:	_____	Date	_____

Risk assessment form (3.2 or 3.4)

Learner's name: _____ Date: _____

To be completed for all sessions delivered.

Hazards and risks	Who may be harmed	Level of harm (severity and likelihood)	Strategies to manage risk

Session plan: Gym-based – one-to-one or small group (3.2)

Learner's name: _____ Date: _____

Warm up component length				
Overview of content, including mobility, pulse raising, and range of motion stretching	Equipment and duration (CV machine as needed)	Level/speed	RPE/HR	Adaptations or alternatives

Cardiovascular training component length				
Equipment and approach	Programme timings	Level/speed	RPE/HR	Adaptations or alternatives to suit client

Resistance machines, free weights, and bodyweight exercises – component duration					
Exercise/machine	Resistance	Reps	Sets	Rest	Adaptations or alternatives to suit client

Resistance machines, free weights, and bodyweight exercises – component duration (continued)

Exercise/machine	Exercise/machine	Exercise/machine	Exercise/machine	Exercise/machine	Exercise/machine

Cooldown and flexibility - component length

Cooldown (if a re-warm or pulse lowering phase is required, please detail this in the space below)

CV machine (as needed)	Time and intensity range

Complete the table below with appropriate post-workout stretches			
Muscle group name	Stretch type (please delete one)	Duration	Justification
	Maintenance / developmental		
	Maintenance / developmental		
	Maintenance / developmental		
	Maintenance / developmental		
	Maintenance / developmental		
	Maintenance / developmental		
	Maintenance / developmental		
	Maintenance / developmental		
	Maintenance / developmental		
	Maintenance / developmental		

Suggest other activities that the client(s) may be interested in within the fitness facility to complement their programme:

Programme review dates

Final result: : ☐ Pass ☐ Refer

Learner's name:	_____	Learner's signature:	_____	Date:	_____
Assessor's name:	_____	Assessor's signature:	_____	Date:	_____
IQA's name:	_____	IQA's signature:	_____	Date:	_____

Session plan: Large group (six or more) exercise circuit training or gym-based circuit training session (3.4)

Learner's name: _____ Date _____

Warm up		
Duration:		
Activities, intensity, and duration including equipment used	Teaching points	Adaptations/modifications

Main component		
Duration:		
Activities, intensity, and duration including equipment used (and component of fitness focus)	Teaching points	Adaptations/modifications

Cooldown		
Duration:		
Activities, intensity, and duration including equipment used	Teaching points	Adaptations/modifications

Self-evaluation form (3.2 or 3.4)

Learner's name: _____ Date: _____

To be completed following the session.

What feedback did you receive from participants following the session?

In what ways did your instructional style meet the needs of the participants?

In what ways were the exercises you delivered safe and effective to meet participants' needs?

In what ways was your relationship with the participants – including communication style and motivation – effective?

Based on this session, what will you do next time to improve your personal practice?

How can reflecting on sessions assist you in your role as an exercise instructor?

Assessor checklist: Plan, deliver and evaluate sessions (3.2 or 3.4)

Learner's name: _____ Date: _____

Learners must achieve a ✓ or a C in every box to achieve a pass. Questioning can only be used for the planning and evaluation components and should be indicated by Q and then ✓ or R, depending on the outcome.

Key:

✓ = Pass; C = Pass with comment; Q = Question; R = Refer

The learner provided evidence of:	Outcome	
	Initial assessment	Re-assessment (if required)
Planning		
1. Safe and effective exercises for each component of the session: • Warm up (mobility, pulse-raising and muscle lengthening). • Main section: ○ Including use of cardiovascular machines, resistance machines and free weights (gym and gym-based circuit training). ○ Including an appropriate intensity curve. ○ Including a minimum of eight exercise stations (group exercise circuit and gym-based circuit training only). • Cooldown (including maintenance and at least one developmental stretch).		
2. Appropriate exercises and training approaches for all the components of physical fitness: • Cardiovascular fitness. • Muscular fitness. • Flexibility/range of motion. • Motor skills. • Functional ability (addressing relevant movement patterns for activities of daily living).		
3. Exercises that were appropriate to the participants' needs and goals.		

4. Appropriate modifications, adaptations and progressions for all exercises.		
5. Appropriate teaching points for all exercises.		
6. Appropriate resources needed for the session.		
7. Exercises appropriate to the environment used and space available.		
8. Recording the programme in an appropriate format.		
9. Identified the correct music tempo/breakdown for each component of the class (if used and as appropriate).		
10. Identified the correct timings for each component of the session.		
Delivering		
11. Prepared themselves, the environment and set-up any equipment safely (as appropriate).		
12. Created an inclusive and welcoming environment to engage participants.		
13. Pre-screened participants prior to participation and responded appropriately.		
14. Assessed, monitored, and managed risk throughout the session including safe use of equipment.		
15. Introduced any new exercises or techniques using an appropriate teaching sequence.		
16. Delivered a safe, and effective warm up appropriate to participants' needs.		
17. Delivered a safe, and effective main component appropriate to participants' needs including: • Use of cardiovascular machines, resistance machines and free weights (gym and gym-based circuit training only). • An appropriate intensity curve. • A minimum of eight exercise stations (group exercise circuit training and gym-based circuit training only).		
18. Delivered a safe, and effective cooldown (including one developmental stretch) appropriate to participants' needs.		
19. Used appropriate communication and instructional skills to accommodate different learning styles and motivate participants.		

20. Checked participants' understanding and responded appropriately.		
21. Demonstrated and explained correct exercise technique.		
22. Used an appropriate and varied teaching position to observe participants and respond to their needs.		
23. Used appropriate voice projection and intonation (with or without a microphone).		
24. Monitored the safety and intensity of exercise using appropriate methods.		
25. Provided relevant and specific teaching points to meet participants' needs.		
26. Offered alternative exercises and modifications or progressions in response to participants' needs.		
27. Adapted delivery method to meet the needs of participants (when needed).		
28. Improved participants' performance using appropriate methods.		
29. Demonstrated effective cueing to work with the music (group exercise circuit training and gym-based circuit training – if used).		
30. Allowed sufficient time to end the session effectively, including time to gather and provide feedback.		
Evaluating		
31. Evaluated the effectiveness of the programme to ensure it is engaging, varied, and progressive to meet participants' needs and goals.		
32. Proposed changes to improve own practice and improve the participants' experience.		

Final result: ☐ Pass ☐ Refer

Learner's name: _____ Learner's signature: _____ Date _____

Assessor's name: _____ Assessor's signature: _____ Date _____

IQA's name: _____ IQA's signature: _____ Date _____

Assessor feedback sheet

Criterion number	Question/Answer	Feedback

Learner's name: _____

Date: _____

Assessor's name: _____

Date: _____

IQA's name: _____

Date: _____

Supplementary questions record

Assessor's question	Learner's response

Learner's name: _____ Date: _____

Assessor's name: _____ Date: _____

IQA's name: _____ Date: _____

Informed consent form

Informed consent form for exercise prescription

Programme objectives and procedures

I understand that the purpose of the _____ session is to provide safe and effective exercise to improve health and fitness. Exercises may include:

- Warm-up activities
- Cardiovascular activities
- Muscular conditioning activities to improve muscular strength and endurance
- Cool-down and flexibility exercises to improve movement around the joints and range of motion.

Potential risks

The exercise session is designed to place a gradually increasing workload on the cardiovascular and muscular systems and thereby improve their function. The reaction of the cardiovascular and muscular system to such exercise cannot always be predicted with complete accuracy. There is a risk of certain changes that might occur during or following the exercise. These changes could relate to blood pressure or heart rate.

Potential benefits

I understand that a programme of regular exercise has been shown to be beneficial. Some of these benefits include:

- A decrease in risk of heart disease
- A decrease in body fat
- Improved blood pressure
- Improvement in psychological function
- Improvement in aerobic fitness.

The benefits and risks have been explained to me and my questions have been answered to my satisfaction. I understand that I am free to withdraw at any time. The information obtained will be treated as private and confidential.

Client's signature: _____ Date: _____

Witness's signature: _____ Date: _____

PAR-Q+ form

To download a copy of the latest PAR-Q+ form, please visit [PAR-Q+](#)

Summary of achievement

Select which qualification you have completed

☐ **YMCA Level 2 Diploma in Exercise and Fitness: Gym Instructor (610/2784/4)**

☐ **YMCA Level 2 Diploma in Exercise and Fitness: Gym and Group Exercise Instructor (Circuit Training) (610/2793/5)**

All assessors involved in this qualification must print their name and signature against the tasks which they have assessed.

Key: P = Pass; R = Refer; E = Exemption

Task	Assessment method	Assessment outcome			Assessor signature/ date	Action plan/ evidence for exemption	Re-assessment outcome			Assessor signature/ date	Assessor's signature for sign off
1.1	Questions / answers on Anatomy and physiology (level 2)	P	R	E			P	R	E		
2.1	Worksheet (professional practice)	P	R	E			P	R	E		
2.2	Information resources	P	R	E			P	R	E		
2.3	Applied case study questions	P	R	E			P	R	E		

Task	Assessment method	Assessment outcome			Assessor signature/ date	Action plan/ evidence for exemption	Re-assessment outcome			Assessor signature/ date	Assessor's signature for sign off
3.1	Gym induction, supervision and cleaning	P	R	E			P	R	E		
3.2	Plan, deliver and evaluate a gym-based exercise session	P	R	E			P	R	E		
3.3	Plan, deliver and evaluate a group circuit training session (see separate LAR)	P	R	E			P	R	E		
3.4	Plan, deliver and evaluate a gym-based group exercise session (circuit training)	P	R	E			P	R	E		

Learner's name: _____

Learner's signature: _____

Date: _____

Assessor's name: _____

Assessor's signature: _____

Date: _____

IQA's name: _____

IQA's signature: _____

Date: _____

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